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ABSTRACT

This volume provides monitoring reports as well as supporting documentation for 12 areas investigated in the Fall 1983 evaluation of ongoing desegregation efforts in Boston public schools. Each monitoring report includes objectives and questions, method, findings, commendations, and recommendations. The areas include (1) student assignments, (2) staff desegregation; (3) special desegregation measures in specific schools, (4) special education, (5) bilingual education, (6) vocational and occupational education, (7) transportation, (8) facilities, (9) school safety and security, (10) student discipline, (11) institutional pairings (with colleges, universities, and cultural institutions), and (12) parent and student organizations. The supporting documentation presented includes letters statistics, and memoranda. (GC)

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COMMONWEALTH OF MASSACHUSETTS
BOARD OF EDUCATION

REPORT NO. 2

TO THE UNITED STATES DISTRICT COURT, DISTRICT OF MASSACHUSETTS

ON

BOSTON SCHOOL DESEGREGATION

VOLUME II

FEBRUARY 1, 1984

UD023 399

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VOLUME II

Table of Contents

Page (at bottom)

Introduction 1

Assignments
- Overview 5
- Historical and Present Compliance 9
- Extended Day Kindergarten 27
- Magnet Elementary Schools 34
- High Schools 49
- HHORC and Magnet Vocational Programs 61
- Other Minority Students 71
- White Enrollment Patterns 77

Staff
- Monitoring Report 99
- Documentation 105

Special Desegregation Measures
- Overview 151
- Tobin K-8 School 183
- Burke and Dorchester High 190
- East Boston Business Magnet 202
- Examination Schools 213

Special Education
- Monitoring Report 271
- Documentation 286

Bilingual Education
- Monitoring Report 343
- Documentation 359

Occupational and Vocational Education
- Monitoring Report 391
- Documentation 420

Transportation
- Monitoring Report 449
- Documentation 455

Facilities
- Monitoring Report 469
- Documentation 472

Safety and Security
- Monitoring Report 475
- Documentation 493

Student Discipline
- Monitoring Report 519

Page

Institutional Pairings

Monitoring Report 535
Documentation 539

Parent and Student Organizations

Parent Organization Report 583
Parent Organizations Documentation 591
Student Organizations Report 629
Student Organizations Documentation 633

Introduction

This is the second report to the Federal District Court on the progress of desegregation in Boston Public Schools, as mandated by Memorandum and Orders of Disengagement, December 23, 1982.

Volume I is a summary of the major findings and recommendations contained in the complete reports submitted for each of the twelve desegregation areas in Volume II

Each of the twelve reports in Volume II contains the following major divisions:

I. Monitoring Report
   - A. Objectives and Questions
   - B. Method
   - C. Findings
   - D. Commendations
   - E. Recommendations

II. Support Documentation (letters, statistics, memoranda in support of specific findings)

The following department personnel were responsible for the reports submitted:

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3. Special Desegregation Measures	Charles Glenn	Judith Taylor
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In addition, the Director of the Greater Boston Regional Center, Marlene Godfrey, has provided much of the coordination, manpower, and support needed for several aspects of the monitoring and report writing.

Assignments

Analysis of Fall 1983 Enrollments: Overview of Fall Enrollment Monitoring

Seven monitoring issues are covered in separate "essays" in this section of the Report:

(A) Compliance with Court-ordered Desegregation Standards
(B) Extended Day Kindergarten Programs
(C) Magnet Elementary Schools
(D) High Schools
(E) ORC/Citywide Vocational Programs
(F) Distribution of Other Minority Students
(G) White Enrollment Trends

For related issues, see the section on "special desegregation measures," which includes enrollment analyses of a number of individual schools.

MONITORING OBJECTIVES

(A) Compliance page 9

How many schools are in compliance with the permitted ranges for Black and white enrollment, and how does this compare with previous years since the Court-ordered desegregation plan was implemented, in 1975? Do certain schools have persistent patterns of non-compliance? If so, are there special circumstances which contribute to this outcome? What are the prospects for desegregation of schools which are out of compliance in November 1983?

(B) Extended Day Kindergarten Programs page 27

Establishment of new extended day programs was approved last Spring despite concerns that certain would not be desegregated, and subsequently assignments to extended day programs were approved despite non-compliance with the permitted ranges in a number of cases, on the basis of commitments to recruit additional kindergarten students and to restrict assignment of over-represented racial applicants groups until successful recruitment of underrepresented students. What have been the results of recruitment and assignments since May 1983? Have the commitments been kept, and what contribution do these programs make to the desegregation of the schools where they are housed?

(C) Magnet Elementary Schools page 34

Concerns were expressed, in the last Report, about potential enrollment instability in some of the ten magnet elementary schools. How do their enrollments look, and what problems need attention?

(D) High Schools page 49

The Court has ordered development of a plan for secondary school facility use and desegregation, parallel to the plan under which elementary and middle schools were affected (and some closed) in September 1981. What is the status of desegregation of Boston's high schools, and how much evidence is there of efforts to bring them into compliance?

(E) ORC/Citywide Vocational Programs page 61

Assignments to citywide vocational programs at the Occupational Resource Center and in five district high schools were approved last Spring despite evidence that many would be out of compliance with the permitted ranges for enrollment by race, and would enroll disproportionate numbers of female and male students. Ample unused program capacity held out the promise that additional recruitment and counselling could bring at least some programs into compliance. To what extent are these programs now in compliance with enrollment goals? Which programs have especially disproportionate enrollments?

(F) Distribution of Other Minority Students page 71

The last report looked at the distribution of other minority students not enrolled in bilingual programs, and raised potential equity concerns. This analysis has been updated. Where do these students go to school, and where do they seem over- or underrepresented?

(G) White Enrollment Trends page 77

It is common knowledge that white public school enrollment has declined in Boston, as in other cities and indeed statewide. What is the extent of this decline in the last five years, and are certain schools more affected than others? Is there evidence that some schools are less able than others to persuade assigned white students to attend, or that this problem is more prevalent in some sections of the city? To what extent are non-public schools in Boston desegregated, and what proportion of all white students attending school in Boston attend desegregated schools?

NEXT STAGE OF MONITORING

In reviewing space matrices, program locations, and assignments for Fall 1984, the experience of the first two phases of monitoring will pose questions more sharply than was possible in early 1983. In particular, the pattern of assignments to substantially-separate special education programs, to extended day kindergarten programs, and to citywide vocational programs (including the

ORC) will be reviewed in relation to the outcomes of the last round of assignments, as observed in November 1983.

The level of new assignments to magnet elementary schools (especially Jackson Mann and Hennigan) and to high schools (Brighton, Jamaica Plain, Burke, South Boston, English) which were not in compliance this Fall will receive close attention.

Analysis of Fall 1983 Enrollments: Historical and Present Compliance

The Board of Education has directed us to place our review of compliance with the desegregation objectives of the Court in an historical context, noting which schools show a persistent failure to achieve compliance with the permitted ranges for each racial group. With information provided by Mr. Coakley we have established, for each school presently in operation, a "compliance history" since 1975, the first year of desegregation under the plan ordered by the Court to replace the State Board's 1974 "Short-term Racial Balance Plan".

Please note each of the following before drawing any conclusions from the data and analysis:

* three racial categories are used in all discussions of compliance: Black, white, and other minority (including Hispanics, Asians, and Native Americans or Indians).

* kindergarten assignments are covered by separate orders, and kindergarten enrollments are not included in the analysis which follows (but see the discussion of Extended Day Programs)/

* the Court has set up two standards. For schools in districts I - VIII there is a rather generous requirement that the enrollment of each racial group be within 25% plus or minus the "ideal" for that district.

Example: elementary schools in District VI can be from 28% to 46% Black, 28% to 46% white, and 19% to 33% other minority.

For city-wide magnet schools in District IX (and this includes half of the high school enrollment) the requirement is much stricter: the permitted range is five percentage points plus or minus the citywide "ideal" for white enrollment, and five percentage points plus or minus for the combined Black and other minority enrollment.

Example: elementary schools in District IX can be from 49% to 55% Black, 16% to 26% white, and 25% to 29% other minority.

* In March 1982 the Court approved a revision of its previous assignment requirements. The most significant aspect of this revision is that each school would hereafter be judged by a standard set for its grade level (1-5, 6-8, 9-12) rather than by a K-12 standard. We had supported this approach for several years, since it establishes a realistic standard which is more possible to meet, and so actually improves accountability while automatically bringing some schools into compliance which had, for essentially technical reasons, been persistently out of compliance. It is necessary to keep this change in mind when comparing the compliance history of a school from 1975 to 1981 with its compliance record in 1982 and 1983.

Students who require bilingual programs must be "clustered" to provide an effective concentration of resources and educational options, even if this requires assignments across district lines. Most such students fall into the "other minority" category (Hispanics, Chinese, Vietnamese, Lao, Khmer, Hmong) though some are reported as Black (Cape Verdean, Haitian) or white (Italian, Greek). Altogether, 38% of the "other minority" students in Boston last year were in bilingual programs (40% of the Hispanics, 37% of the Asians). The clustering of many of these students in particular schools for bilingual programs has a double effect upon desegregation: it tends to make those schools exceed the permitted range for other minority enrollment (which is set on the basis of the total number of other minority students residing in the district, whether or not in bilingual programs), and it tends to make the other schools, to which those students would have gone were it not for a program assignment, fall below the permitted range.

The Court has recognized that it is sometimes necessary for the School Defendants to fail to comply with assignment requirements in order to assure that students receive bilingual education if appropriate. For the same reason, our analysis of compliance has placed more stress upon the requirements for Black and white enrollment than upon that for other minority enrollment. Even with that limitation, of course, the Black and white enrollment in a given school can both be above the permitted range if the other minority enrollment is very low. Only a case-by-case examination of the schools with poor compliance histories can reveal what impact bilingual and other program considerations may have had.

* Another distorting factor is the size of a particular racial group in a district. In the case of District VI, cited above, the three racial groups are in roughly equal numbers, and the result is a permitted range in each case of between 14 and 18 percentage points. In District IV, on the other hand, the Black share of the total enrollment is so large, and the other minority share so small, that the permitted ranges vary sharply. The "window" for Black enrollment is from 55% to 91%, or 36 points, while that for other minority enrollment is from 4% to 6%, or 2 points. It is obviously hard to miss the one, and hard to hit the other! In fairness, then, the compliance history of any school must be considered in the context of the standard by which it is being judged.

Schools with a poor history of compliance

Our method will be to list and discuss those schools which have been out of compliance with the permitted ranges for Black and/or white (not other minority) at least half the time over the nine-year period from 1975 through 1983. A school out of compliance every year on Black enrollment but always in compliance on white enrollment would have a 50% compliance record; so would a school out of compliance four times on Black enrollment and five times on white enrollment. The maximum possible chances to be out of compliance, then, is eighteen, or two per year.

18 out of 18

no schools

17 out of 18

Lewenberg Middle	

16 out of 18

Thompson Middle	a "special desegregation" school
Chittick Elementary	

15 out of 18

Shaw Middle	a "special desegregation" school
Burke High	a "special desegregation" school
Marshall Elementary	

14 out of 18

Lee Elementary	a "special desegregation" school
Russell Elementary	
Lewis Middle	

13 out of 18

Mendell Elementary	caused by high "other minority" enrollment
Lyndon Elementary	

12 out of 18

Hennigan Elementary	a magnet school; large bilingual program
Ellis Elementary	a "special desegregation" school

11 out of 18

J.F.Kennedy Elementary	caused by high "other minority" enrollment
Kent Elementary	
Timilty Middle	
Farragut Elementary	
Winthrop Elementary	
Jackson/Mann Elementary	a magnet school; large bilingual program

10 out of 18

Winship Elementary	
Dearborn Middle	
Taylor Elementary	

Dorchester High School a "special desegregation" school
Higginson Elementary

These 24 schools, then, were out of compliance with the requirements for Black and white students more than half of the time over nine years. It would be a mistake to place too much weight on such a simple analysis, however. The Higginson, for example, is located in a heavily Black area; in 1975 and 1976 it enrolled too high a proportion of Black students, and in 1975 through 1981 it enrolled too low a proportion of white students. Through vigorous program development and student recruitment, assisted with state desegregation funding under Chapter 636, the school was in compliance for both groups in 1982, and this Fall slightly exceeds the white permitted range, with 31% white enrollment in grades 1-5. It used to be accepted wisdom that white parents would not send their children to schools in which they were not in the majority; the Higginson has increased its white enrollment in grades 1-5 from 15 in 1978 to 41 in 1983, a 173% increase, without being a magnet school. 38 of those students ride a bus to school. While the record of the Higginson is exceptional, it should warn us not to rely too heavily on aggregate figures from the whole period of desegregation in Boston.

There are certain schools which have fallen below the permitted range for white enrollment every year, including this year and last. They are:

Tobin Elementary
Ellis Elementary
Thompson Middle
Burke High School
Emerson Elementary
Jamaica Plain High School
J.F.Kennedy Elementary
Chittick Elementary
Marshall Elementary
Blackstone Square Elementary

Two other schools have fallen below the white range for eight of the past nine years, including this year and last:

Lewenberg Middle
R.G.Shaw Middle

Two others have fallen below for seven out of nine years, including this year and last:

Roosevelt Middle
Russell Elementary

Three schools have fallen below for six out of nine years, including this year and last:

Cleveland Middle	Wilson Middle
Dearborn Middle	

These seventeen schools, it is fair to say, have a persistent problem in enrolling enough white students to meet the Court's desegregation requirements. It is no surprise to find that three of them head the list of the schools with the greatest "shrinkage" from white students assigned in May 1983 to white students attending in November 1983:

	% Loss
Chittick	69%
Marshall	56%
Ellis	51%

While, of the seventeen, only five have been designated by the Court for "special desegregation" measures (not counting the Tobin), the enrollment history of the others suggests that, at the least, the School Department should seek to replicate what has worked well at certain schools (the Higginson, the Pauline Agassiz Shaw, for example) to attract and retain white students.

Proportionately, it is middle schools which have had the greatest difficulty in achieving compliance. In large part this may be the effect of the siphoning off of large numbers of white students to Boston Latin School and Latin Academy for the seventh and eighth grades, as demonstrated on the following chart (with 1980 figures, in an analysis by the Department of Implementation). Those cited above for poor compliance records are indicated with an asterisk.

Middle School		White students to exam schools
Edison		37
Taft		35
Curley		87
Lewis	*	15
Roosevelt	*	18
Irving		64
Lewenberg	*	114
Shaw	*	104

Rogers		78
Thompson	*	48
Cleveland	*	25
Holmes		29
Wilson	*	57
Dearborn	*	7
Gavin		36
McCormack		26
Edwards		15
Michelangelo		2
Timilty	*	25
Barnes		19
Cheverus		11

(The wide variation in levels of examination school attendance is an interesting indication of which sections of the city the enrollment of Boston Latin School and Latin Academy are drawn from; it will be noted that the non-compliance of certain schools, including the Roosevelt, Cleveland, Dearborn, and Timilty, cannot be attributed to the competition of the examination schools.)

Assessment of overall compliance history is complicated by the change of standard which took effect in 1982-83. The years 1975 to 1981 may be compared with one another, and we find significant initial compliance progress on Black enrollment, with a deteriorating record of compliance on white enrollment:

Year	Black Range	Schools out of Compliance	White Range
1975	47		46
1976	39		46
1977	30		47
1978	37		46
1979	32		46
1980	32		39
1981	32		57

The sharp increase in the number of schools out-of-compliance with the permitted range for white enrollment from 1980 to 1981 is surely related -

though it is not clear why - to the closing of 27 schools in September 1981, after several years of planning and hearings. During the planning process options were prepared for the reassignment of students from the schools tobe closed in such a way that compliance would be improved, but the eventual reassignments were if anything negative in their impact.

The figures given above aggregate schools which were above the permitted ranges with those which were below. In 1975 there were 43 schools above the range for Black students, and five above the range for white students; four were below the range for Black and thirty-nine below that for white students. The pattern of non-compliance, in other words, was remarkably consistent, with many schools enrolling too many Black and/or too few white students.

This pattern had changed significantly by 1981, with a shift in the pattern of non-compliance with the permitted range for Black students: nineteen schools were above the range, and thirteen below it, while the 1975 pattern remained substantially unchanged for white enrollment (54 below, 3 above). It seems likely - though a school-by-school analysis has not been made - that the growing number of schools below the range for Black enrollment had been affected by the rapidly increasing other minority enrollment, especially in schools with bilingual programs (see the discussion, in the section on magnet elementary schools, of the Hennigan and Jackson Mann schools).

The impact of the change in method of determining the permitted ranges, which went into effect in 1982, was slight in the aggregate for non-compliance with Black enrollment requirements (1981: 19 above, 13 below; 1983: 19 above, 10 below), but in fact this aggregate conceals 17 schools coming into compliance and 14 schools going out of compliance as a result of the new standard (and, of course, population changes).

The aggregate impact was much greater for compliance with white enrollment requirements. In 1981 53 schools were below the permitted range for white enrollment, and 3 schools above; in 1983 26 schools are below and 13 schools above, with some schools moving from non-compliance to compliance, others from compliance to non-compliance, and the Lyndon in West Roxbury going from under-enrollment to over-enrollment of white students.

The Lyndon will serve as a warning against attaching any great significance to these "non-compliance" figures in the aggregate. In 1981 the school enrolled 17 white students in grades 1-5, and in 1983 it enrolls 25; as a result of this minimal (and encouraging) change the school appears again and again in enrollment analyses as having an unusual enrollment record. Only a school-by-school analysis, as below, can give a true picture of the extent of racial segregation remaining in the Boston schools.

Comparing 1982 with the current year, we find some progress:

1982	30	41
1983	29	39

Last year, then, there were 71 instances (not schools) of non-compliance with the permitted ranges for Black or white students, and this year there are 68 instances of such non-compliance. Nine schools are out of compliance with both ranges this year, twenty are out of compliance only with the Black range, and thirty only with the white range.

Non-Compliance in 1983-84

Closer analysis shows that some of these instances are more serious than others. These schools are out of compliance with both ranges:

Garfield (I)	over Black, over white
Agassiz (II)	under Black, under white
J.F.Kennedy (II)	under Black, under white
Lewenberg (III)	over Black, under white
F.D.Roosevelt (IV)	under Black, over white
Dearborn (VI)	over Black, under white
Warren Prescott (VII)	under Black, over white
King (IX)	over Black, under white
Guild (IX)	over Black, over white

The Garfield, Agassiz, Kennedy and Guild are in districts with large other minority enrollments, which require clustering of other minority students for bilingual programs at certain schools, including the Agassiz and Kennedy, which thereby fall below the permitted ranges for Black and white students. The reciprocal effect is seen at the Garfield and Guild: because of clustering of other minority students at other schools in their districts for bilingual education, they have become too high in Black and white enrollment by the standards set for their districts, standards which reflect district-wide enrollment including other minority students. These instances of "non-compliance" are not significant.

The other five schools are classic cases of "racial identifiability", schools which enroll too high a proportion of the racial group which characterizes the area where they are located, and too low a proportion of the racial group required to achieve desegregation. The Lewenberg Middle in Mattapan, the King Magnet Middle in Dorchester, and the Dearborn Middle in Roxbury each has a history of controversy around desegregation, and each must make a special effort to attract and retain white students. The Lewenberg has now underenrolled white students for seven years straight, and the Dearborn for five. Desegregation of the King through recruitment of white students for voluntary transfers was one of the early success stories of desegregation in Boston; unfortunately, the impetus seems to have slowed, and the school has underenrolled white students, despite housing the District IX Academically Talented Program, for three years straight.

The F.D.Roosevelt in Hyde Park and the Warren Prescott in Charlestown are underenrolling Black students and overenrolling white; this should be readily correctable, in view of the reverse situation in a number of schools in their respective districts.

There are thirteen schools which are within the permitted range for white students, but over that for Black students:

Farragut (I)
Lewis Middle (II)
Longfellow (II)

McCormack Middle (VI)
Mason (VI)
Tynan (VI)
Winthrop (VI)
East Boston High (VIII)
Adams (VIII)
Alighieri (VIII)
Bradley (VIII)
Otis (VIII)
Haley (IX)

Of these, five are in East Boston and their "non-compliance" is a function of the extremely low range (1%-3%) for Black students; the Bradley is "too high" with a 5% Black enrollment; the Alighieri has only 7 Black students! In the case of East Boston High School the Business Magnet program, itself predominantly minority, creates an apparently high Black enrollment in a school which is otherwise almost entirely white.

The remaining eight schools which are too high in Black enrollment include four in District VI, South Boston/Roxbury. In the analysis of white enrollment trends, we found that an number of District VI schools had increasing white enrollments, and that overall white enrollment is declining less in this district than in any of the others which have been desegregated. The Winthrop has seen an encouraging 39% increase (from 31 to 51) in its grade 1-5 enrollment, despite being an old building in a Black neighborhood. If this trend continues, it may be that one or more of the four will come into compliance.

The Farragut, as noted in the section of this report devoted to Extended Day Kindergarten, is located near the Harvard Medical area, with new and expensive housing nearby. Prospects seem good for stable desegregation of this school, with few students needing to come from a distance; presently only 18 out of 92 Black students and 14 out of 45 white students require transportation. The Longfellow is located in a predominantly white area which sends few children to the public schools for grades 1-5, despite a kindergarten which is 85% white; this year there are 29 white children in kindergarten but only 7 in the first grade. It seems likely that it could be desegregated with vigorous recruitment from its assigned geocodes. The Haley is out of compliance to an insignificant degree.

The Lewis Middle School, on the other hand, is a school whose prospects for desegregation do not seem particularly bright; the other two middle schools in District II are also below the permitted range for white students. Even when it was the middle school for the Model Subsystem, between the successfully-desegregated Trotter Elementary and Copley Square High Schools, the Lewis was over the permitted range for Black students each year, and below that for white students most years.

There are six schools which are within the permitted range for white students but below that for Black students:

Winship (I)
McCormack Middle (VI)
Edwards Middle (VII)
P.Kennedy (VIII)
Hennigan (IX)
Jackson Mann (IX)

The Kennedy in East Boston enrolls no Black students; two would bring it into compliance! The other five schools house large bilingual programs whose students are "other minority"; this forces down the Black proportion. In none of these cases is there significant "non-compliance".

There are twenty schools which comply with the permitted range for Black students but enroll too few white students:

I	Brighton High	Tobin K-8
II	Jamaica Plain High	Curley Middle
	Roosevelt Middle	Ellis
	Fuller	
III	Shaw Middle	
IV	Thompson Middle	Chittick
V	Burke High	Cleveland Middle

	Wilson Middle	Marshall
VI	South Boston High	Emerson
	Russell	
VII	Michelangelo Middle	Blackstone Square
IX	Boston High	

Brighton High School is a "first time offender", with a growing Asian (including Vietnamese bilingual) enrollment; Jamaica Plain High has been below the permitted range for white enrollment for nine years straight. These schools, the Burke, South Boston High, and Boston High School are discussed in the section of this report on high schools. In brief, there is encouraging progress as a result of special desegregation measures at the Burke, but a comparable effort has not been devoted to Jamaica Plain, with its equally dismal record of non-compliance. Boston High is a work-study school, and presumably its enrollment reflects demand for that program. The new non-compliance at South Boston is a matter of concern and will be investigated.

Among the middle schools, the Shaw and Thompson are "special desegregation" schools and are discussed at length in a separate section of the report. A review of middle school assignments last May (included in the Spring report) concluded that many would be in non-compliance but that in no case did assignments among middle schools in a district appear inappropriate. As noted above, the impact of examination school assignments for many white seventh and eighth graders brings a number of schools out of compliance.

The Ellis and Emerson are also "special desegregation" schools, and monitoring found no plans in place to bring them into compliance. White enrollment at the Emerson has held constant for five years, and it may benefit from the low decline in white enrollment generally in District VI. The Fuller is located in a stably desegregated neighborhood, and would be in compliance were not a number of Black students transported in to join those who live near the school. Unfortunately, there is no alternative school in the district to which we could recommend that they be assigned. It is encouraging that there are currently as many white students in the first grade as in the second, third and fourth combined; the first grade is in compliance, and perhaps over time the school will reach compliance. The Chittick is in a racially-transitional section of Hyde Park, and most of its white kindergarteners do not remain for first grade. The Marshall, in Dorchester, is (with the Lee) one of the schools about which the original confrontation between the Board of Education and the School Committee over racial imbalance remedies occurred. It has never been in compliance on white enrollment, and it seems unlikely, in view of the rapid white enrollment decline in District V, that it will.

The Russell is not far out of compliance, and might benefit from the relatively stable white enrollment in District VI. Blackstone Square, on the other hand, has the lowest white percentage (8%) of any public school in Boston, despite having been built with extra state desegregation funding. A very large Hispanic bilingual program (237 students!) contributes to the non-compliance, but it seems probably that vigorous leadership could attract more white students out of the racially-mixed South End to this attractive facility. (By the way, there are at least five non-public schools in Boston with a lower percentage of white students than Blackstone Square.)

There are eight schools which are in compliance with the permitted range for Black students but enroll too high a proportion of white students:

Higginson (II)
Conley (IV)
Perry (VI)
Bates (III)
Mather (V)
Hale (IX)
Lyndon (III)
Perkins (VI)

In the case of the Higginson and the Hale, located in Roxbury, the overenrollment of white students is not alarming, as a prudential measure against attrition in the upper grades; both schools are discussed elsewhere in this report. The Mather is a large school in a racially-mixed area; at 19% white (the permitted range is 10% to 18% for District V) it does not have a real problem. The Bates, Conley, Lyndon, Perkins and Perry are located in white areas and should not be overenrolling white students, especially in view of the other schools in their districts which have too few white students. This is not to say that geocodes should be reassigned, but that a system of voluntary transfers from within the district to, for example, the Lee and the

Shaw and the Emerson (all special desegregation schools) would be justifiable from a desegregation perspective.

Summary of Present Non-Compliance

The Board's Spring Report made a preliminary judgment that fifteen schools had serious desegregation compliance problems, based upon the projected Fall 1983 enrollments. The list which follows (a recapitulation of the discussion above) identifies thirty-five schools which are out of compliance with the permitted range for either white or Black enrollment. Those followed by an asterisk were included in last Spring's list as well. A plus sign follows those for which, in my judgment, the desegregation prospects are quite favorable, given program development, vigorous recruitment, and some flexibility about transfers, consistent with the approaches recommended for "special desegregation" schools. This should not be taken to mean that I would give up any school on the list as hopeless, having seen startling desegregation progress in other communities as well as in Boston with "hopeless" schools under the right circumstances, of which the most important are leadership at the school level and support and flexibility from central administration.

Schools with too many Black or too few white students

Lewenberg Middle	*	
King Magnet Middle		+
Dearborn Middle	*	
Farragut		+
Lewis Middle	*	
McCormack Middle		+
Longfellow		+
Mason		+
Tynan		+
Winthrop		+
Brighton High		+

Tobin K-8		
Jamaica Plain High		
Curley Middle		+
Roosevelt Middle	*	
Ellis		
Fuller		+
Shaw Middle	*	+
Thompson Middle		
Chittick		+
Burke High	*	+
Cleveland Middle		
Wilson Middle		
Marshall		
South Boston High		+
Emerson	*	
Russell		
Michelangelo Middle	*	
Blackstone Square		

Schools with too many white or too few Black students

F.D.Roosevelt		+
Warren Prescott	*	+
Conley	*	+
Perry	*	+
Bates	*	+
Lyndon		+
Perkins	*	+

Two schools - the Eliot and the Guild - for which problems were predicted last Spring do not appear on the present list; in the case of the Guild, the overenrollment of both Black and white students is the result of the concentration of other minority students for bilingual programs elsewhere in the city-wide district (see discussion of the Guild above and in the section on magnet elementary schools).

There are thirty-five schools identified here as having desegregation problems. Of these, twenty seem to offer substantial hope of compliance in the short range, given the combination of favorable ingredients mentioned above. Another fifteen do not seem likely to come into compliance, given the present demographics and pattern of non-public school attendance, barring really inspired leadership and initiative at one or another of them.

Recommendation

A specific strategy should be developed for the desegregation of each of the schools identified above as having good prospects for desegregation compliance, identifying clearly the responsibilities of school-level leadership and of the central administration. The emphasis should be upon voluntary measures such as the successful Extended Day Kindergarten Program which have the potential for attracting students who might leave the system altogether if additional mandatory assignments were made. The School Department's proposal, several years ago, for "beacon schools" should be studied again, with a view to possibly recommending a modification of the assignment orders to permit its implementation.

Charles L. Glenn, Director
November 1983

Analysis of Fall 1983 Enrollments: Extended Day Kindergarten Program (EDP)

The Court approved the establishment of "extended day kindergarten programs" (EDPs) at twenty elementary schools for the 1979-80 school year. The purpose of these programs was to achieve a measure of desegregation, on a voluntary basis, at the kindergarten level; regular half-day kindergartens were and are desegregated to a much lesser extent than are grades 1-5, with students generally attending a kindergarten near their homes, under the Court-ordered assignment plan. The EDPs, by offering a full-day program, would encourage some parents to enroll their children in a more distant school, thus achieving desegregated kindergartens. The enrollment standards for EDPs was set at those for grades 1-5 in their districts.

Of the twenty original programs, four were not functional as of 1982-83, because of school closings. Eleven more were approved for the 1982-83 school year, most of them bilingual. A non-bilingual program was approved for the Higginson School, for example, presumably in support of that school's vigorous efforts to attract white students. As a result, twenty-seven were operational in 1982, enrolling 1,005 students in January 1983. (The original approval for 1979-80 authorized 2,020 places, but was never fully implemented.)

In January 1983 the School Defendants proposed establishment of sixteen additional EDPs, and expansion of some of the existing ones. Total proposed enrollment, including continuing, expanded, and new programs, was 1,436 students. The proposed programs would, in the aggregate, be 44% Black, 28% white, and 28% other minority (the November 1983 system-wide kindergarten enrollment is 38% Black, 39% white, and 22% other minority, while the grade 1-5 enrollment is 49% Black, 24% white, and 27% other minority).

Review of the proposed program expansion considered not only desegregation concerns but also the equity of availability of the benefits of an extended day program to minority students and in minority neighborhoods, and the adequacy of provisions for limited English-speaking students. Additional information was obtained from the Department of Implementation, including a school-by-school analysis of the racial character of the surrounding area. In addition, Mr. Coakley made a commitment to limit enrollment in certain programs of the predominant race until the necessary number of students of other racial groups had been recruited. Approval was given for the program expansion on February 23rd, subject to this commitment.

At the end of April the state reviewed EDP assignments to date, and concluded that problems might exist with certain programs located in white areas, which were filling the white but not the minority spaces:

Parkman	Forest Hills
Mozart	Roslindale
Grew	Hyde Park
F.Roosevelt	Hyde Park
Russell	Dorchester
Warren Prescott	Charlestown
Bradley	East Boston
Guild	East Boston

An earlier state analysis had noted that the new program locations placed EDPs for the first time in a number of white areas to which it might be difficult to attract minority kindergarten students voluntarily: South Boston (Perkins), Charlestown (Warren Prescott), West Roxbury (Kilmer), Brighton (Garfield), the North End (Eliot), and Orient Heights (Bradley). This concern was reinforced by the April review. It was also noted that certain programs had generally low registration as of late April: P.A.Shaw, S.Greenwood, Eliot, Hernandez.

In the monitoring this Fall, therefore, primary attention has been given to the extent to which different racial groups are served by EDPs, and the success of attaining desegregation goals. In this discussion, "approved" will mean the number of students of a particular racial group (Black, white, or "other minority") approved for 1983-84 at each school on the basis of the list provided to the state in January, and approved in February.

School with EDP	Compliance in November 1983
Farragut	substantially more Black and other minority students than as approved; however, the enrollment of all groups is in compliance
Gardner	white percent slightly high, other minority slightly low
Garfield	white enrollment and percent higher than projected, other minority lower; in February Mr. Coakley committed to assigning three more other minority students and not assigning additional white students (from the waiting list); one more white student was apparently assigned, with one more other minority.
Tobin	Spanish bilingual; almost entirely other minority
Agassiz	same; six of 25 places unfilled
Higginson	substantially fewer Black and other minority students than approved, which is sensible in view of the location; in compliance for all groups
J.F.Kennedy	Spanish bilingual; fully enrolled
Mendell	white enrollment higher than approved; sensible for a school which has been below the permitted range for white enrollment in grades 1-5 for six of the past nine years
Parkman	enrolled substantially as approved
Kilmer	white higher than approved; within ranges; note, however, that the Kilmer is an extreme example of the drop-off of white enrollment after kindergarten (40 white students in kindergarten, 39 in grades 1-5 total) so that the probable contribution of this program to desegregation is limited
Lee	bilingual program drastically underenrolled (27 approved, 7 enrolled; regular EDP: white lower than approved but within the permitted range (why were additional white applicants assigned to Kilmer rather than to Lee, in the same district?)

Mattahunt	bilingual program (Greek) OK; regular EDP: white enrollment higher than approved, which is sensible in view of the low white enrollment in the regular program in this school
Mozart	enrollment OK
Chittick	white enrollment is high, sensible in a school located in an area of rapid racial change, now predominantly Black
Grew	as of February, 5 other minority students were assigned, but there are none currently enrolled; otherwise enrollment is as approved
F.D.Roosevelt	white enrollment is only half that projected; this is desirable from the perspective of desegregation, since the school is in a white area and the regular (non-EDP) kindergarten has no Black students
P.A.Shaw	this Haitian bilingual program enrolls slightly fewer students than approved
Dickerman	white enrollment substantially (3 vs. 9) lower than approved but the program complies with the permitted range for the district, at 14% white; in his February memo, Mr. Coakley calls attention to recruitment efforts for this EDP
Fifield	white enrollment lower than approved, but higher than required
S.Greenwood	this Spanish bilingual EDP was projected for a low 5, which drew objections from El Comite; actual enrollment is 24
Marshall	one of the schools with the poorest compliance histories for white enrollment - below the permitted range for nine years straight - it is encouraging that the EDP is above the approved white enrollment; can these students be retained for first grade?
Mather	this is the largest EDP; white enrollment is lower than approved but within the permitted range
Dever	a Spanish bilingual program; enrollment OK
Emerson	a Cape Verdean bilingual program; enrollment OK
Mason	Black enrollment substantially lower (8 vs. 21) than approved, and than in 1982-83; EDP seems to constitute the entire kindergarten and 1/4 of the entire enrollment of this small school
Perkins	this new EDP was of particular concern during the approval

process, because of the history of low Black enrollment at the Perkins in South Boston - would enough Black parents volunteer their kindergarteners? Mr. Coakley has kept his commitment not to allow the white enrollment to exceed the minority enrollment and the enrollment results are more than satisfactory

Russell	enrollment OK
Blackstone Square	the Spanish bilingual program is slightly underenrolled; the regular EDP is higher on white and other minority and substantially lower on Black enrollment than approved; sensible in view of the failure of this school, since it was built, ever to reach the permitted range for white students
Eliot	questions were raised, in the review process, about the location of this program in the North End, on the ground that it would be difficult to recruit minority students; the program was approved after a commitment to recruitment, for 14 Black, 4 white, 14 other minority students. For some reason 10 white students have been admitted, with only one other minority student enrolled. This EDP is unjustifiably out of compliance.
Quincy	Chinese bilingual EDP; enrollment OK
Warren-Prescott	establishment of this new program was also justified on the basis of recruitment efforts, and of the value of strengthening public school enrollment from Charlestown. White enrollment (7) is higher than approved (4) and minority enrollment (14) lower (27); like the Eliot, this EDP is unjustifiably out of compliance.
Adams	although in East Boston, this EDP enrolls somewhat more minority (13 vs. 12) and fewer white (32 vs. 39) than approved; will the minority students continue to first grade at the Adams?
Bradley	questions were raised about creating this new program at a school unlikely to attract 20% minority enrollment to a kindergarten class; assurances were given about recruitment, but in fact only 2 minority students (9%) are enrolled. White enrollment is higher than approved or than the assurance given in February. This EDP is unjustifiably out of compliance.
Guild	Although located in East Boston, like the Bradley, the Guild EDP enrolls more minority students and fewer white students than approved, which shows that it is possible!
Hale	this EDP, located in Roxbury, enrolls substantially more

	Black (27 vs. 10) and other minority (8 vs. 2) students than allowed; although white enrollment percent is not below the permitted range, these assignments seem unwise.
Hennigan	other minority enrollment is much higher than approved (15 vs. 5); although not outside the permitted range, this seems unwise in view of the persistent overenrollment of other minority (Hispanic) students in the Hennigan and the underenrollment of both Black and white students for six of the past nine years.
Hernandez	Spanish bilingual EDP: enrollment OK.
McKay	Italian bilingual and regular EDPs: enrollment OK.

COMMENTS

Recruitment efforts, assignments, and enrollments for extended day kindergarten programs are generally commendable, but attention is called to problems with certain programs:

Kilmer
Grew
Eliot
Warren Prescott
Bradley
Hale
Hennigan

If these programs are to continue in 1983-84, recruitment should be vigorous and early; proposed assignments to these EDPs will be watched with particular care next Spring.

In general, however, the extended day kindergarten seems a useful component of Boston's desegregation effort. Several special desegregation schools have such programs to attempt to increase their white enrollment; two principals mentioned their frustration that non-geocoded EDP students were reassigned to other schools for the first grade. At the Higginson, a school which has made particularly successful desegregation efforts without a special designation, these students were apparently permitted to remain and contributed significantly to desegregation. If this was possible at the other schools visited, the principals seemed unaware of it; such a provision seems sensible from a desegregation perspective.

The demand for extended day kindergarten appears strong among all racial groups, though we noted that several of the bilingual EDPs were under-enrolled. Total EDP enrollment as of November 3rd was 583 Black (43%), 377 white (28%), and 408 other minority (30%); because of the bilingual programs, other minority students are over-served by extended day kindergarten, which must be considered a significant effort to improve their long-term educational performance.

Charles L. Glenn, Director
November 17th 1983

Analysis of 1983-4 Boston Enrollments: Magnet Elementary Schools

Boston operates ten magnet elementary schools under the 1975 Desegregation Order. Desegregation of these schools is achieved entirely by voluntary attendance by students whose parents make applications in the Spring of each year on a city-wide basis.

Eight of the schools are expected to achieve racial proportions which reflect system-wide enrollment in grades 1-5, except those students resident in District VIII (East Boston). Racial/ethnic percentage goals for 1983-84 were computed in early April 1983:

	Ideal	Permitted Range
Black	52%	49% - 55%
White	21%	16% - 26%
Other	27%	25% - 29%

Sources: May 10, 1975 Order; March 24, 1982 Order; April 12, 1983 memo from John Coakley to John Canty.

The McKay School in East Boston is required to reflect citywide percentages in grades 1-5, thus including East Boston:

	Ideal	Permitted Range
Black	47%	45% - 49%
White	28%	23% - 33%
Other	25%	24% - 26%

Sources: March 24, 1982 Order, with percentages calculated by me from the April 27, 1983 print-out of proposed assignments.

The Hernandez School in Dorchester is required to comply with the following provision of the May 10, 1975 Order, reaffirmed by the March 24, 1982 Order: "The Hernandez School, which contains a citywide Spanish-English bilingual program, may enroll a student body up to 65%

Hispanic. Non-Hispanic other minority students will be eligible along with white and black students, within the remaining 35% of school capacity" (page 75f.).

The chart which I have prepared applies the standard set for the eight schools to the other two as well, in order to consider the overall impact of magnet schools, but in my discussion I will take into account the special criteria set for the McKay and Hernandez.

Further language in a March 10, 1982 School Department proposal approved by the Court in the March 24, 1982 Order should be noted:

> Exceptions to the variation limits . . . shall continue to be permitted where necessary to allow appropriate bilingual and/or substantially separate special needs assignments.

Several magnet elementary schools are heavily impacted by bilingual and/or substantially separate special needs assignments:

School	1983-84 Bilingual	1983-84 Sub. Separate
Curley	0	0
Guild	0	0
Hale	0	0
Haley	0	0
Hennigan	189 (Spanish)	49
Hernandez	115 (Spanish)	0
Jackson/Mann	197 (Vietnamese)	31*
McKay	82(Italian/Portuguese)	0
Ohrenberger	53 (Lao/Khmer)	21
Trotter	0	20

* does not include 146 substantially-separate students in the Horace Mann section of the facility

The enrollments of magnet elementary schools will be analyzed in two ways: to determine how closely each school meets the desegregation goals in the three racial/ethnic categories, and to assess the relation between Black and white enrollment. The second analysis will permit us to set "other minority" enrollment aside and thus to avoid the distorting effect of bilingual programs (except the Italian program) upon racial proportions. The ratio between "ideal Black percentage" and "ideal white percentage" for 1983-84 is 2.48/1, and the white and Black proportions of each school will be assessed for proximity to that ratio.

These are the questions which I will be asking of the enrollment data and projections:

* Is each school in compliance in the three racial/ethnic categories? If not, how serious are the instances of non-compliance? Are there program considerations which explain it, such as a bilingual program? (In this analysis we will leave the kindergarten enrollment aside, as with other elementary schools, though in the case of magnet schools there should be no significant difference.)

* To what extent do Fall 1983 assignments to the first grade correct past problems, as measured by racial/ethnic proportions in first grades in April 1983, and by overall racial/ethnic proportions in grades 1-5? Do the new assignments to the first grade (I have no way of assessing assignments to upper grades) in any case exacerbate desegregation problems? For the purpose of this analysis please note that the permitted ranges for 1982-83 were as follows:

	Ideal	Permitted Range
Black	52%	49% - 52%
White	23%	18% - 28%
Other	25%	23% - 27%

The ratio of "ideal Black percentage" to "ideal white percentage" was 2.26/1.

* Have these new 1983 assignments had the desired effect? Do the actual November 1983 enrollments reflect the enrollments projected at the time that the assignments were approved? What is the relation between the number of students assigned (especially minority students assigned to magnet schools in predominantly white neighborhoods, and white students assigned to magnet schools in predominantly minority neighborhoods) and the number

actually enrolled? Are there instances which call for attention to improved school-home contact after assignments are issued?

* Do overall magnet elementary school enrollments meet the intentions of the desegregation orders, including equitable representation of the three racial/ethnic categories? For example, is the permitted over-enrollment of Hispanic students at the Hernandez balanced elsewhere?

PROJECTED COMPLIANCE

Curley

This school was projected to be within the permitted range for Black and white students, but below the range for other minority students. The entering class has more Black students and fewer other minority students than projected, and the first grade is 10% over the "ideal" Black proportion. Overall enrollment, however, is within the permitted range for Black and white students, though not as securely as projected. As we will see again and again, the magnet elementary schools without bilingual programs fall below the permitted range on other minority enrollment; this is probably unavoidable. The ratio of Black to white students, on the other hand, is nearly perfect, and is in fact better than was projected last Spring.

Guild

This school was identified by the Court in 1977 for special desegregation measures "to strengthen the magnetism", but in subsequent years it has been out of compliance a number of times. Since the school is located in East Boston, vigorous efforts are needed to assure a sufficient number of minority students. Last Spring it was noted that the then first grade had much too high a Black enrollment - 75% - but that the newly-assigned first grade swung too far in the other direction. As a result, the white enrollment would go well above the permitted range, and 48%

above the "ideal". Concern was expressed about an apparent instability of desegregation, and the need for a long-term assignment strategy for the school.

The actual enrollment of the school is rather better than projected, with an increase in Black and a decrease in white enrollment at the first grade level. Whereas the ratio of Black to white in this grade was to have swung from an excessive 4.5/1 to a deficient 1.3/1, the actual enrollment is a nearly-perfect 2.7/1. Other minority enrollment continues low, as at the Curley. The school continues rather above the permitted range in Black enrollment, especially in the lower grades (not unrealistic, in view of the probably higher attrition rate of Black students at a school in East Boston), and exactly at the "ideal" rate for white enrollment.

The concerns expressed in the last report have been answered; we will continue to monitor enrollment at the Guild.

Hale

This school, by contrast, is located in Roxbury, and was originally unsuccessfully desegregated as a district school. Black enrollment was too high in 1975, 1976, and 1977, and white enrollment too low in those years and in 1978. More recently the Hale has had a good record as a desegregated magnet school, meeting the more stringent standards for such schools in most years. It is worth noting that the white percent in grade 1-5 enrollment has declined less at the Hale than at any other magnet school (except the Hernandez) between 1978 and 1983: from 33% (57 white students) to 27% (47); compare the Trotter (40% to 24%), the Ohrenberger (43% to 21%), the McKay (52% to 21%).

New assignments last Spring were substantially high on white and low on Black students; as noted in the last report, "over-assignment of white students to this school, in view of its location, is more sensible than over-assignment of white students to the Guild; it may be regarded as a prudent margin; there is, in fact, a corrective action involved." 1982-83 grade 1-5 enrollment was 58% Black, rather above the permitted range; projected enrollment was to be 51% Black, and the actual grade 1-5 enrollment is 55% Black, within though at the high end of the permitted range. More detailed analysis shows that 8 white students were assigned to first grade and 8 are enrolled; the higher-than-projected Black percentage is the result of 15 Black students in the first grade compared with 11 assigned last Spring. It is not clear whether additional students were assigned, or some students held back in first grade. In either case, the first grade remains slightly above the permitted range for white students, a "prudent margin" as in the case of high Black enrollment at the Guild.

On the other hand, as noted in the report on Extended Day Kindergarten programs, the Hale program is 63% Black, well above the approved assignments or the permitted range; care should be taken to assure that the school remains stably desegregated.

The Hale was designated as a "special desegregation" school in 1976, when it was a District VII school which had not become desegregated. A small and rather antiquated building located in a predominantly Black neighborhood, it was not closed under the state plan of 1974 or the Court's plan of 1975 because so many other schools in the same area were closed, but the prospects for desegregating it seemed slight. After becoming a magnet school, the Hale developed a distinctive "friendly" quality which a number of white parents found attractive, and it has generally met white enrollment requirements in recent years. As we have learned around the state, the success of a magnet school depends less upon a new facility or a highly distinctive program than it does upon an atmosphere of responsiveness to parent concerns; often a small school flourishes as a magnet. The Hale, like its neighbor the Higginson, has demonstrated that white parents will enroll their children in an "ordinary" school in a heavily Black neighborhood, if they develop confidence in the staff and philosophy of the school.

Haley

The Haley, located in Roslindale, has consistently been a successfully desegregated school, though with a high Black enrollment several years because of low other-minority enrollment. The ratio of Black to white students projected was a nearly-ideal 2.38/1; the actual grade 1:5 enrollment is 2.43/1 - close to the ideal 2.48/1. Black enrollment is slightly high (10% above the ideal), and white enrollment within the range though also slightly high.

The Haley is one of the few schools in Boston which was a magnet from the start. Approved by the Board of Education under a racial balance plan, the school opened in a racially-neutral commercial area, in a converted bowling alley!

Hennigan

With the Hennigan in Jamaica Plain we begin to see where the other minority magnet students have been assigned. The school was 58% high in this category (37% projected, 25% ideal) last year, with Black students 26% low and white students 15% low (though within the permitted range). The ratio of Black to white was a quite favorable 2.14/1, however, and the enrollment problems are attributable largely to the large Spanish bilingual program.

The Hennigan has been below the permitted range in Black enrollment in six of the nine years since the 1975 plan was implemented, and also below the white permitted range in six of those nine years.

This large school was low in Black enrollment in each grade last year but the first, which was assigned an unusually high number of Black students in 1982, in common with other magnet elementary schools. The newly-assigned first grade swung sharply the other way, bringing the school-wide proportion Black down from 42% to 38%, with actual numbers of

Black first graders dropping from 58 to 23. Subsequent to the approved assignments, however, an additional fifteen Black students have appeared in the first grade, bringing the grade from 36% to 44% Black. The second grade is 50% Black, bringing it within the permitted range, with the upper grades substantially lower. The fourth and fifth grades at the Hennigan are the most heavily white, as a result of the Advanced Work classes. It is not clear why the school enrolls at present 22 more white students than projected in the approved assignments last Spring, but the increase is in the upper grades. The school overall is in perfect compliance with the permitted range for white students, though the new first grade is at the bottom edge of that range.

The other minority grades 1-5 enrollment, already substantially above the permitted range, becomes even further above the ideal (41% versus 27%) as a result of the decline in Black assignments to the first grade; note, however, that this is the result of the large Spanish bilingual program, and that non-bilingual other minority enrollment is below 13%. The necessity of concentrating - "clustering" - students for bilingual education results in under-enrollment of other minority students at those magnet schools without such programs, and over-enrollment at the Hennigan and other schools with programs. It is for this reason that, in assessing the compliance history of schools in Boston, we have concentrated upon Black and white enrollment, and upon the relation between the two.

Hernandez

In 1978 the Hernandez was the only public school in Boston with less than 10% white enrollment (8%, 19 white students grades 1-5); in 1983 there are three schools with a smaller percentage of white students. The Hernandez is 9% white, making it one of a handful of Boston schools which have increased their white percent - and the only magnet school. By any standard, though, the school is identifiably minority.

The Hernandez is slightly above its permitted other minority proportion (68% versus 65%) as a result, largely, of the Spanish bilingual program. It appears that 17 Hispanic students attend the Hernandez who are not enrolled in the program, together with 22 white and 54 Black students (K-5), resulting in a non-bilingual enrollment which is 54% Black, 25% white, and 21% other minority. The Black/white ratio is a near-perfect 2.53/1, as a result of a larger-than-projected Black enrollment and a smaller-than-projected white enrollment. Two white students were assigned to first grade, and two are enrolled, but grade 1-5 white enrollment has dropped from a projected 20 to 15.

The Hernandez is the only magnet (District IX) school in Boston which increased its white enrollment percent from 1978 to 1983 (grades 1-5), though only from 8% to 9%! In 1978 the school was the only one in Boston with less than 10% white enrollment, while there are now three schools - Chittick, Marshall, and Blackstone Square - with slightly lower white enrollment percents; there are only two schools (Endicott, Lucy Stone) with fewer white students than the Hernandez.

The unusual assignment pattern of the Hernandez, though permitted by the Court, creates problems from the point of view of state bilingual program policy, which seeks to locate bilingual programs in large schools with a majority of non-limited-English-speaking students, to facilitate educational mainstreaming and maximum integration in non-instructional activities. The Hernandez is one of the smallest schools in Boston, with one of the largest elementary bilingual programs.

Jackson Mann

This school, located in Allston/Brighton, has a poor record of compliance with the permitted ranges for both Black and white students, falling short in six of nine years for Black enrollment and in five of nine years for white enrollment. Last Spring the school was projected to be high in other minority enrollment (34% above the ideal), with a large Vietnamese bilingual program accounting for this; actual enrollment is almost 30 other minority students higher, so that the actual percentage is 42% (56% above the ideal of 27%). White enrollment is slightly low but within the permitted range, while Black enrollment, though higher than projected, is, at 39%, substantially below the permitted range (25% below the ideal of 52%). The ratio between Black and white enrollment is low at 2.14/1. The Jackson/Mann and the Hennigan have both been out of compliance with the permitted ranges far more than the average; while this is in part attributable to bilingual programs, both schools have also had recurring difficulty reaching the Black and white ranges.

The Jackson Mann has one of the fastest rates of decline in white enrollment, from 43% in 1978 to 21% in 1983, or 183 fewer white students, the highest numerical loss for any elementary school in Boston.

McKay

The McKay, in East Boston, is subject to special provisions (outlined above) which raise the permitted range for white students and lower those for Black and other minority students; the presence of an Italian bilingual program also has the effect of pushing white enrollment up. In the eight years prior to 1983 the white enrollment was higher than the permitted range for other magnet elementary schools six times. It is interesting to observe, therefore, that the Black enrollment proportion is within the higher range which other magnet schools must observe, and is "too high" for the special provisions applying to the McKay. White enrollment, at 27%, is slightly above the range applied to other magnet schools but slightly low by the "McKay standard", while other minority enrollment (18%) is substantially low by either standard. The Black/white ratio is a low 1.99/1. In brief, the school seems to be doing quite well.

Ohrenberger

The Ohrenberger, like the Haley and the Trotter, began as a magnet school before the May 10, 1975 Order, and has consistently functioned well as a desegregated school. White enrollment has been in compliance with the permitted range every year, while Black enrollment has been high three years (in a school in a white area) and low once. Black, white, and other minority enrollment are all very close to ideal, with the Black/white ratio a positive 2.39/1. In this case the presence of a bilingual program has not upset the desegregated balance of enrollment; indeed it has helped the Ohrenberger to overcome a persistent non-compliance in other minority enrollment.

Trotter

The Trotter shares with the former Greene School in New Bedford the honor of being the first "magnet school" in Massachusetts, and has attracted national attention for its strong linkages with minority and white parents. The school has been in compliance with the permitted range for white enrollment every year; it has been high on Black enrollment once (in 1975) and low once (1979). Black enrollment is ideal this year, white at the upper end of the permitted range, and other minority (24%) slightly below the permitted range (25%-29%). Black/white ratio is somewhat low at 2.12/1. The Trotter is located in a almost entirely Black neighborhood, as the Ohrenberger is in an almost entirely white neighborhood; neither has any difficulty attracting a desegregated enrollment.

Summary

It has been customary to state "compliance" in terms of the number of schools in or out of compliance in each of the three racial/ethnic categories. I hope that this detailed discussion demonstrates that each school is much more dynamic than such an analysis can hope to show, and that particularly the relation between bilingual program assignments and other minority enrollment requires other approaches to assessing compliance. For example, the over-representation of other minority students in certain schools (Hennigan, Hernandez, Jackson/Mann) to permit clustering of bilingual students for a full program requires under-assigning such students to other magnet elementary schools, unless they are to receive far more than their share of magnet school places. The reason that the Ohrenberger does better than the Haley or the Trotter in meeting the other minority standard is that it accommodates a small Lao/Khmer bilingual program. In short, only a clear view of the broad picture makes it possible to do justice to the enrollment efforts for individual schools. I believe the ratio between Black and white enrollment represents a helpful "short-hand" by which schools can be compared with one another, without suggesting that this represents a new standard for compliance with court orders.

OVERALL MAGNET ELEMENTARY ENROLLMENT

The opinion is widespread, that magnet elementary schools in Boston (as in many other cities) cater especially to white students, and serve them to a disproportionate extent. An analysis of the current enrollment data makes it clear that this is not true. Magnet schools in Boston (as in eight other Massachusetts cities: Brockton, Cambridge, Holyoke, Lawrence, Lowell, Lynn, Medford, Springfield, and Worcester) are not elitist and do not serve a disproportionate number of white students, exception being made for Boston's examination schools.

Considering grades 1-5 in Boston, 17% of the Black students, 16% of the white students, and 19% of the other minority students attend magnet schools in November 1983, compared with 17%, 17% and 18% last year.

Magnet elementary schools serve a slightly lower proportion of white students than do other public schools in Boston. Magnet schools are 47.3% Black, 22.8% white, and 29.9% other minority in grades 1-5; corresponding figures for the entire school system are 48.9% Black, 23.9% white, and 27.2%

other minority. The large bilingual programs at several magnet elementary schools have the effect of giving a disproportionately large number of magnet school places to other minority students. At the middle school level, by contrast, other minority students are under-represented in magnet schools because of the distorting effect of the heavily-white seventh and eighth grades in Boston Latin School and Latin Academy . . . but that is another story, and the object of a special monitoring report.

In brief, magnet elementary schools are at least equally available to minority students as to white students in Boston.

On a less positive note, magnet elementary schools have been declining in white enrollment more rapidly than has the system as a whole; of the 12 elementary schools (out of 78) which have experienced the sharpest white enrollment decline since 1978, six (out of 10) are magnet schools:

School	% White Enrollment Decline
Eliot (VII)	71%
Kenny (V)	70%
O'Hearn (V)	66%
Jackson Mann (IX)	63%
Marshall (V)	63%
Beethoven (III)	61%
S.Greenwood (V)	58%
Haley (IX)	58%
J.Curley (IX)	57%
Ohrenberger (IX)	57%
McKay (IX)	55%
Trotter (IX)	54%

Conclusions and Recommendations

The magnet elementary schools in Boston are equitable in terms of whom they serve, and successful from a desegregation perspective. Although it is not within the scope of this analysis, it may be important to add that these schools cannot be called "elitist" in the sense that some magnet elementary schools in other states deliberately seek the most academically gifted students.

Bilingual program students are "over-represented" in magnet elementary schools, representing 15.2% of the total enrollment, compared with 11.2% in the system in general. Substantially-separate students, on the other hand, represent 3.6% of the grade 1-5 magnet school enrollment compared with 4.8% for the system in general.

The Hennigan and Jackson Mann schools cause some concern because of their persistent non-compliance with the permitted ranges. We have noted the contribution which large bilingual programs make to this problem, but it would be desirable to develop a long-term assignment strategy to provide stability and improved compliance.

White enrollments have generally declined faster in magnet elementary schools than in other elementary schools. Since magnet school enrollments are a function of assignments, especially at the elementary and middle levels where there is generally a surplus of white applicants, this decline must be a matter of decision to assign fewer of them. In certain respects this seems a wise decision, to protect white enrollments at the less popular district schools. On the other hand, the evident popularity of Boston's magnet schools among all racial groups suggests that their continued viability meets a real educational need.

There should be a long-term strategy (as with the Hennigan and Jackson Mann) to assure that magnet schools continue to be successful and to offer education alternatives with distinctive flavor to a racially-diverse enrollment.

Boston's magnet elementary schools are, generally, a success, but this does not mean that they could not be strengthened, both in themselves and in their contribution to the system as a whole. It is not within the scope of this analysis to offer suggestions which go beyond the determination of compliance or non-compliance, but it would be encouraging to see discussion taking place about the place of magnet schools in Boston's future, and how Boston could learn from experience elsewhere with desegregated magnet schools in the absence of court requirements and supervision.

Charles L. Glenn, Director
November 1983

Analysis of Fall 1983 Enrollments: High Schools

The review of proposed high school assignments, in late April, found them generally acceptable but noted several areas of concern for further monitoring:

* despite an effort to assign a higher proportion of white students to Burke, Dorchester, and Jamaica Plain High Schools, concern was expressed about whether the staff of these schools would reach out successfully to assure that the assigned students actually enrolled;

* the attrition of Black enrollment at Boston Latin, Latin Academy, and East Boston High School indicated a need for close monitoring of support measures at these schools;

* continuing difficulty in attracting white students to English High and Madison Park School - both new facilities built with state desegregation funds - indicated a need to strengthen program, climate, and perception of what these schools have to offer;

* analysis of the preferences expressed by students in the eighth grade for high school assignments demonstrated the strong popularity - among all racial groups - of the Umana and of Copley Square High School, and an unwillingness of all racial groups to attend certain other high schools; it was suggested that this "annual referendum" be used as a basis for program planning and development.

The Spring proposed assignments cannot be more than an approximation of what the actual enrollments will be, because of a great variety of factors including non-promotions, residential mobility, transfers to non-public schools or to the Metco program, and new registrants. The first task in monitoring of enrollments, therefore, has been to compare the actual enrollments with the projected enrollments and with the permitted ranges for each school. As in the earlier report, we have confined this analysis to Black and white enrollments, since other minority enrollments are heavily impacted by program considerations. As last Spring, there will be a separate review of the placement of other minority students, in and out of bilingual programs.

The second aspect of this Fall monitoring has been to follow up on the questions raised last Spring. On-site monitoring has occurred at the examination schools, at Burke and Dorchester High Schools, and at East Boston High, and efforts to strengthen the desegregation of these schools are described in separate sections of this report. Jamaica Plain, English and Madison Park High Schools were not monitored during the present period, though the author has visited each of them at least a dozen times in the past.

Other aspects of the Court-ordered monitoring task - including student discipline, safety and security, bilingual education, and vocational education - will be correlated with enrollment monitoring over the months ahead to provide an in-depth view of compliance with specific orders as well as success in achieving the desegregation and equal opportunity objectives which lie behind these orders.

BLACK ENROLLMENT

As predicted last Spring, the assignments have generally been successful in achieving compliance with the permitted ranges for Black enrollment in the seventeen high schools. It had been projected that Brighton High School would be slightly high in Black enrollment; in fact, it is not. All district high schools are in compliance.

The March 1982 modification of the method for calculating the target percentages for enrollments has made compliance considerably easier to achieve at district high schools. Burke High, for example, was too high in Black enrollment for six of the first seven years of desegregation; it has now been in compliance for three years straight. The "window" for compliance with the permitted range for Black enrollment is from 52% to 86% in District V

(Burke and Dorchester) for example, while it is only from 49% to 57% for District IX high schools, including English and Madison Park.

Among the magnet high schools only English is above the permitted range, for the fourth time in nine years but the third year in a row (60% Black vs. 49%-57% allowed), with 63 more Black students attending than had been projected last Spring.

Madison Park enrolls 103 more Black students than projected, but also 48 more white students, so that the projected racial proportions are maintained. Charlestown High also enrolls substantially (43) more Black students than projected, but has a perfect (40%) proportion of Black students.

Dorchester High also increased its Black enrollment (by 46) but has a nearly perfect proportion, while Burke added 162 Black students over the projectd number and is 13% above the "ideal" proportion, though not out of the permitted range. This additional assignment of students to the Burke is discussed in the "special desegregation" report on that school.

Several high schools enroll substantially fewer Black students than projected last Spring. West Roxbury enrolls 79 fewer Black and 42 fewer white students, so that the racial proportions are not disturbed. The numbers assigned to this school seemed high, but it is strongly popular among Black as well as white students in District III. We will seek information on why the numbers dropped so much for both groups; West Roxbury High has had a "perfect score" on both Black and white enrollment since it opened.

East Boston High enrolls 28 fewer Black students than projected, and this will be considered in our "special desegregation" monitoring of that school. East Boston is "out of compliance" almost every year because of Black enrollment above the permitted range; this is the result of counting the business magnet program, which operates under District IX admission standards, in with the enrollment of East Boston High School where it is housed.

Boston High School - the work-study school - enrolls 41 fewer Black students than projected; since its students are all at least sixteen and employed as part of their course of study, it may be that some chose not to continue their studies; white enrollment declined by 25 as well. The enrollment of this school generally builds up over the year, by referrals from other schools.

The examination schools enroll fewer Black (99) and white (163) students than projected; it may be that this is a function of the many applications from students already attending or planning to attend non-public schools. The Assignment Unit counts on a certain "shrinkage" of the number of students who receive exam school assignments. The group monitoring these schools is also looking closely at the information on students "discharged", including those who choose to return to other Boston schools, for clues to the high attrition rate of minority students.

This may be an appropriate point at which to correct an impression gained by Mr. Coakley, and perhaps by others, from the remarks in the Spring report about the examination schools. It was pointed out (volume II, page 103) that they "deviate very sharply from city-wide enrollment". Mr. Coakley has correctly pointed out that admissions to these schools are governed by strict Court orders, whose administration we monitored and approved last Spring. The question which we seek to raise is not whether there is any non-compliance with those admission requirements, but whether the long-term effect of such admissions over the past eight years has been to achieve effective desegregation. We have pointed out the need to retain minority students in the Boston Latin School, in particular, if the annual assignments are to have the desired effect.

Mr. Coakley points out, in a letter dated August 15, 1983, that the 12th grade at this school in May 1977 was 2% Black and 0.4% Hispanic, and in June 1983 was 13% Black and 3% Hispanic. This represents definite progress, even though the November 3rd 1983 print-out indicates that the present 12th grade is only 9.84% Black and 2.2% Hispanic. But the population of the city has also changed substantially in that period: in 1977-78 the public school enrollment was 43% Black and 11% Hispanic; in 1983-84 it is 48% Black and 16% Hispanic. The enrollment of the Latin schools is changing to reflect changes in the population from which it draws, but they by no means serve a proportionate share of minority students. Again, this is not a comment about "non-compliance" but rather an observation about the result of a number of years of generally strict compliance with admission standards, and the need for continued efforts to provide educational support.

Mr. Coakley also observes that the high proportion of white students in the Latin schools is partly attributable to the many white students who enter from non-public schools; the Latin schools thus reflect the school-age residential population of the city rather than the public school enrollment. This is a fair observation, but it should be put in the context of the fact that the total combined enrollment of public and non-public schools located in Boston is substantially more heavily minority than is that of Boston Latin School:

	% Black	% White	% Hispanic
K-12 enrollment of all schools reporting	39%	43%	13%
7-12 enrollment of Boston Latin School	22%	60%	5%

The problem to which the Spring report sought to draw attention, however, was that of the attrition of Black and Hispanic students at the examination schools. As of November 3rd, Boston Latin School is 33.6% Black at the 7th grade and 9.8% Black at the 12th grade. Put another way, there are 169 Black students in the 7th grade and only 83 in the 8th. It is precisely because of the general recognition of the academic excellence of these schools and the opportunity which they have offered to generations of Boston children who would not otherwise have gone on to successful careers that we have urged a close look at the support systems now in place. We have done so not on the authority of the assignment orders but on that of the "special desegregation" order of March 21st 1978, which applies to "support services at the examination schools."

Altogether, there are 47 more Black students enrolled in grades 9-12 (9077) in the Boston Public Schools than was projected last Spring (9030). Of these only the 1034 who attend English High School attend a school out of compliance with the permitted range for their racial group.

WHITE ENROLLMENT

Several district high schools have not done as well on white enrollment as was projected during the Spring assignment process. Brighton High was projected to be 17% below the white "ideal", but is in fact 33% below (ideal 24%, actual 16%); this is attributable primarily to increased Black and other minority enrollment. Brighton High has never before been out of compliance with the permitted range for white enrollment.

Jamaica Plain High, on the other hand, has failed to reach the minimum required white percentage for nine out of nine years. Last Spring the school was projected to be 26% below the "ideal" - slightly out of compliance - but it is actually 37% below (ideal 27%, actual 17%). Burke High (also nine for nine) was projected to be 30% below the "ideal", but is actually 40% below (ideal 20%, actual 12%).

Most disappointing, South Boston High, which has not been out of compliance with the permitted range for white enrollment since 1975 (when it was too high), is out of compliance this year. The school was projected to be 20% below the "ideal" and within the permitted range, but is actually 32% below (ideal 40%, actual 27%). On the other hand, West Roxbury, Dorchester (!), and Hyde Park High Schools achieved their projected white percentages, in each case with rather more white students than were projected last Spring.

Four district high schools, then, are out-of-compliance with the white permitted range; in the case of all but Brighton High, we can at least report that the ninth grade has a higher white proportion than the tenth and higher grades, which suggests progress toward compliance. In the case of Burke High, in particular, school improvement measures are under way (and discussed in another section of the report) which give some promise of attracting a more substantial white enrollment. South Boston High seems to be a school which has already "turned the corner" educationally (based on expressed student preferences last Spring, and on repeated monitoring over recent years), but 14% of the assigned white students are not enrolled at present. Since 75 white eighth graders gave South Boston as their first high school preference, one might expect more than the present 97 to be enrolled in the ninth grade. By contrast, only 4 white students gave Burke or Dorchester as their first choice, but 99 white students are presently enrolled in the ninth grades of the two schools.

By the time we review the proposed 1984 assignments we hope to have an improved insight into the relation between preferences, assignments, and actual attendance.

Of the magnet high schools, Madison Park did rather better than expected and English High rather worse, again with no obvious relation to expressed preferences:

White Students	English	Madison Park
First Preference	22	15
Assigned 9th Grade	141	199
9th Grade 11/83	150	187
All Grades 11/83	377	490
% White ("Ideal" 28%)	22%	24%

As a result, Madison Park is just within the permitted range, and English High just below it.

It seems evident that the desegregation issue with these city-wide schools, potentially the leaders in providing effective urban education, has to do with school climate and strengthening of educational program more than with assignments. Between them they enroll 15% of the white high school students in Boston - less than Boston Latin School by itself, and somewhat more than East Boston High by itself, but a not insignificant proportion. Unlike the district high schools, they are not obligated to seek to please every student; they are not only permitted but required to be distinctive, flavorful, attractive. They already have far more to offer than many prospective students and their parents know, but we have heard again and again that concerns about safety and learning climate make many unwilling to give either of these schools a chance. This attitude gains some support, in the case of English, from the finding of monitoring of safety and security issues, that there were more than three times as many safety- and crime-related incidents in September and October 1983 at English as at any other school. It is obvious that the educational and "magnet" potential of the school cannot be fully developed until it can provide an appropriate environment.

There is no question that the school system and the building administrators are keenly aware of these problems; if they can find solutions they will be making a significant contribution not only to education but also to desegregation.

There are 263 fewer white students enrolled in grades 9-12 (5293) in the Boston Public Schools than was projected last Spring (5556); this represents a "shrinkage" of 5%; this does not seem an excessive rate of change, in view of national and statewide trends.

It is interesting to note the destinations of white students who were "discharged" from the ninth grade in the Boston Public Schools between July 1st 1982 and April 14th 1983 (more recent figures are not available):

Destination	Number of White 9th Graders
"Parochial"	184
"Non-Parochial"	62
Massachusetts Public	71
Out of State	27

Did Not Report	31
Moved - No Address	19
Other	45

Of the white students who are currently enrolled, 1073 attend the five high schools which are out of compliance for white enrollment.

OTHER MINORITY ENROLLMENT

Throughout this Report the point has been made that "compliance" with respect to other minority enrollment is profoundly affected by the enrollment of nearly half (42%) of Hispanic and of Oriental students in bilingual classes. Since students are "clustered" for bilingual programs, even if that involves assignments across district lines, it is inevitable that some schools will have other minority enrollments over the permitted range, and that correspondingly others will be under it. Under these circumstances, a finding of "non-compliance" would be inappropriate in many cases, and discussion of compliance has therefore been limited to Black and white enrollments.

In a separate analysis of other minority students who are not enrolled in bilingual programs, it becomes very clear that the Hispanic and "Oriental" students who make up 98% of the other minority category are distributed in distinctively different ways, with equity implications. This is a further reason why the aggregation of the two groups for compliance analysis is of limited usefulness.

DISTRIBUTION OF STUDENTS

A final point of interest is the distribution of Black and of white students among the high schools in Boston. 24% of the Black students (and 29% of the Hispanic students not in bilingual programs) in Boston high schools attend

English or Madison Park, compared with 16% of the white students (and 6% of the Oriental students not in bilingual programs).

By contrast, 31% of the white students (and an astonishing 57% of Oriental students not in bilingual programs) attend one of the three examination schools, compared with 11% of the Black students (and 8% of the Hispanic students not in bilingual programs).

In other words, there is an almost perfect symmetry which may be represented as follows:

	Exam Schools	English/Madison Park
Oriental*	57%	6%
White	31%	16%
Black	11%	24%
Hispanic*	8%	29%

* non-bilingual program

RECRUITMENT

Some of the assignments were optimistic and required recruitment follow-up, as we noted in the Spring report. Those efforts which occur along this line (though note that we have not monitored on-site for high school recruitment efforts yet) seem to be of a generalized nature. In late March, for example, Mr. Coakley sent sample fliers about registration for the Boston Public Schools to community superintendents, building administrators, and school parent councils; these were to be distributed as they wished to agencies and churches, in shopping centers and stores, or by mail. In mid-March he sent out a press release on student recruitment to more than 75 mdeia outlets. The principal efforts, quite naturally, have to do with kindergarten registration. Otherwise, this central "recruitment" effort is more in the nature of public information about registration times and places than of an attempt to convince parents and students to give the public schools a chance by presenting the diversity and strength of what they can offer.

More promising, though limited, is the participation by individual schools, including Burke and Dorchester, in a "high school information day" at Boston College High School on October 16th. According to a report addressed to Mr. Coakley, "The Burke, in addition to literature, had a personal computer operating for students to experiment with. Dorchester High's magnet programs were informative and nicely displayed. Messr. Holland and Schwartz were in attendance and actively recruiting potential students. Mr. Beattie was also in attendance providing support to the magnet schools represented."

School people who are convinced that what they have to offer will be of real benefit to prospective students are the most effective "recruiters", in any community. Opportunities should be multiplied to reach students and their parents in direct ways.

CONCLUSIONS

Only one high school - English - is out of compliance with the permitted ranges for Black students, but five - Brighton, Jamaica Plain, Burke, South Boston, and English - underenroll white students.

A promising start has been made at the Burke, and Jamaica Plain High should be considered for similar efforts. Brighton High School's enrollment should be watched closely. Improving the environment for education at English High School is an important desegregation priority.

In view of the critical significance of desegregation of South Boston High School, our monitoring plans for the Spring will include a review of any factors which may be contributing to its current non-compliance with the permitted range for white enrollment.

High school "recruitment" was not monitored on-site this Fall, though we did monitor program development at three high schools for which special desegregation measures have been ordered.

The support and retention of minority students at the examination schools is a continuing problem, as indicated by the enrollment figures, and intensive monitoring is under way in that area.

The distribution of different racial/ethnic groups in citywide high schools deserves close attention for equity implications in the development of a long-term secondary plan for the Boston Public Schools.

Charles L. Glenn, Director
November 29th 1983

Analysis of Fall 1983 Enrollments: Occupational Resource Center and other magnet vocational programs

Students entering ninth grade in Boston are given the opportunity, as part of their assignment application, to express a desire to participate in an exploratory program at the Occupational Resource Center (ORC). This program is offered on a half-day basis for either the first or second semester.

Students entering grades ten, eleven, or twelve are given the opportunity to apply for up to three half-day skill training programs from among 35 provided in nine "clusters" by the ORC. Such students are also assigned to a high school for their academic program. Students may also request a "magnet" vocational program at a district high school; if admitted, they enroll full-time in that school, even if it is not their own district school.

The controlling standards for assignments to the ORC and to other "magnet" vocational programs are the "admissions criteria" found on pages 9-11 of the Unified Plan of September 8, 1975, as modified by the Court in the Spring of 1982 to exclude the enrollment of the examination schools from the city-wide enrollment standard for the ORC. The most important are:

* students may be assigned to a program only voluntarily

* oversubscribed programs will be subject to random selection of applicants, provided that racial and male-female objectives are met thereby

* all programs "will reflect the racial ratios established by the Court for the city-wide schools" (modified as noted above, this means a range of 52%-60% Black, 18%-28% White, and 20%-22% Other Minority for 1983-84)

* "In those programs in which students of one sex have represented less than 35% of the enrollment of that program, the admission . . . shall specifically encourage a student composition . . . in keeping with the citywide male/female ratio."

* "Insufficient applications for a particular program from students of one race will result in the underenrollment of the program." This provision was intended to assure that program school staff would recruit vigorously for applicants from under-represented groups, and also that questions would be raised about programs which proved persistently unable to attract applicants from all groups.

* If applications in appropriate racial proportions greatly exceed program capacity, consideration is to be given to expanding the program through use of out-of-school sites and training resources.

* "Admissions to each such employability skill program shall be made on the basis of equal numbers of male and female students, so far as the pool of applications filed permits."

* Students already enrolled are to be allowed to continue in programs "without regard to the racial or sexual composition of the enrollment of the second year of the program". While this provision applied to 1976, it states a principle which should still be operative.

As will immediately be apparent, these requirements and the large number of programs make analysis of assignments and enrollments a matter of great complexity; compliance with the Order cannot be measured by the outcome alone. In order to monitor the process employed last Spring, with a view to assuring that the process used in the Spring of 1984 complies fully with the Court's requirements, we have requested and received a computer tape of individual student preferences for high school and vocational program assignments, and we will be analyzing this data over the next several months. Before completing this analysis it will not be possible to say, for example, how many students have not been assigned to particular programs for which there are openings because of efforts to comply with desegregation requirements, or whether female and male students were in fact assigned on a one-for-one basis within the pool of applicants.

The present report, therefore, does not offer conclusions about compliance with all aspects of the 1975 Unified Plan; it addresses itself only to the expected outcome that, as noted above, all programs "will reflect the racial ratios established by the Court for the city-wide schools", and also to the goal that programs enroll at least 35% of students of each sex.

ORC Program Enrollments as of October 24th 1983

(a) Twelve programs (of thirty-five) were left underenrolled in June 1983 because of desegregation considerations. That is, an insufficient number of white students (for example) applied to a program to permit all of the Black applicants to be assigned to the program, even though some space was left available. These programs were well below the permitted range in white assigned enrollment:

Retailing
Advanced Office
Banking
Medical Office Assistant
Nursing Assistant
Photo Technology

Machine
Dental Assistant
Health Aide
Commercial Design
Television Production

The only programs over the permitted range for white students were:

Carpentry
Heating, Air Conditioning

Note that it was not possible to say whether the newly assigned students for each program complied with the permitted range or helped to bring the program toward compliance. The form of analysis carried out in detail with school assignments could not be done for the ORC with the data available.

Review of the ORC program data in October 1983 shows that a number of programs are out of compliance with the enrollment goals of the Unified Plan. Of 35 programs, eleven were within the permitted range for white enrollment, while four were significantly over that range (18%-28%) and eleven significantly under it:

Program	% White
Banking	0
Health Aide	6%
Fashion	7%
Medical Office	8%
Photography	8%
Retail	9%
Hotel	10%
TV Production	10%
Machine Shop	12%
Office	12%
Nursing Assistant	12%
Plumbing	34%
Dental Assistant	38%
Carpentry	39%
Heating/Air Conditioning	42%

There are ten programs in compliance with the permitted range for Black enrollment (52%-60%), with five significantly under and twelve significantly over the range:

Program	% Black
Dental Assistant	19%
Building Maintenance	38%
Legal Office	40%
Machine Drafting	42%

Heating/AC	42%
TV Production	70%
Hotel	72%
Retail	76%
Fashion	76%
Office	76%
Machine Shop	80%

(Note that the citywide machine shop program located at Hyde Park High School is only 46% Black although the school is 76% Black; there are thus two machine shop programs, one too high in Black enrollment and one too low. A third program, at East Boston High, is being phased out; it is currently 64% Black.)

There are four programs which comply with the narrow (20%-22%) permitted range for other minority enrollment; five programs are significantly below and two significantly above the range:

Program	% Other Minority
Illustration	6%
Sheet Metal	7%
Machine Shop	8%
Plumbing	9%
Retail	9%
Banking	42%
Dental Assistant	44%

The question of language support for students of limited English-speaking ability (in view of the 1975 Order's requirement of bilingual vocational programs for these students) is dealt with in another section of this report.

(b) The assignment process is required to give preference to male or female students to the extent appropriate to correct past under-representation of either group. It appears that this aspect of the Unified Plan has not been monitored in recent years; it is unusual for a race desegregation plan to include such a provision, but Massachusetts law places an obligation upon school systems to take active efforts in this area. In June 1982, for example, the Board of Education approved a high school racial balance plan for Springfield which dealt explicitly with male/female enrollments.

The assignment projections showed sixteen of the thirty-five skills programs underenrolling female students (taking 35% as the standard), and ten underenrolling male students; the programs were generally predictable. Mr. Coakley pointed out that second and third year students might account for much of this disparity, and also that racial considerations may have precluded assigning all of the female students expressing a preference for a particular program.

There are only six programs which are between 35% and 65% female and male: food, photography, data processing, hotel, illustration, and retail. In eleven programs female students are significantly under-represented, and in nine they are significantly over-represented:

Program	% Female
Heating/AC	0
Plumbing	2%
Auto Repair	2%
Maritime	2%
Auto Body	3%
Welding	3%
Electrical	4%
Machine	4%
Carpentry	4%
Electronics	6%
Cabinetmaking	15%
Health	81%

Dental Assistant	88%
Word Processing	88%
Child Care	88%
Fashion	90%
Legal Office	92%
Medical Office	94%
Nursing Assistant	94%
Cosmetology	96%

It should be noted that the Unified Plan included specific requirements for career exploratory programs for all students in grades six, seven, eight, and nine, and for particular attention to counselling students into non-traditional occupations. The Department supported this effort with over $1.5 million in state desegregation funds and with substantial federal vocational funds, to assure that such programs were in place in each middle and high school. Follow-through was weak, with commitment to the goals of non-stereotyped career education varying greatly from school to school, and with little consistent support from central administration, as was noted in several evaluations of the funded programs. The distribution of female students, sharply over-represented in traditional female occupations and sharply under-represented in traditional male (and financially more rewarding) occupations, suggests that much remains to be done.

Other "Magnet" Vocational Programs

Less complete information is presently available for the five citywide vocational programs offered in district high schools, which are subject to the same enrollment guidelines as are programs at the ORC. The weekly school enrollment reports provide information for these programs by race, though not by sex. Four of the five programs are in compliance with the permitted range for Black enrollment, two with that for white enrollment, and none with that for other minority enrollment:

	Black	White	Other Minority
permitted range	52% - 60%	18% - 28%	20% - 22%
Brighton	55%	34%	10%
West Roxbury	57%	28%	16%
Hyde Park	45%	53%	1%
Dorchester	60%	25%	15%
East Boston	60%	36%	3%

A few comments about these programs, which are, in most cass, the last relic of the old system of effective vocational programs in Boston (in contrast with the Boys and Girls Trade Schools). The low other minority enrollment at Brighton is odd in view of the 43% other minority enrollment of that schools; the high white enrollment (in a school only 16% white overall, and below the permitted range) reflects the traditional high enrollment of white male students in these programs.

We have noted, above, the contrast between the machine shop program at Hyde Park High and that at the ORC; the school is 76% Black and 21% white.

The Dorchester High figures will require refinement; one of the vocational programs is being phased out, while another is serving as a "magnet" to help desegregate the school.

The East Boston machine shop program is also being phased out, by the expedient of not assigning new students. As noted in the detailed discussion of this school, the "desegregation" of the school in the future will rest exclusively upon the "business magnet" program.

In brief, the citywide vocational programs located in district high schools are in somewhat better compliance than are those at the ORC with respect to Black enrollment and perhaps even to white enrollment, but they have a considerable way to go. Their other minority enrollment is uniformly too low, especially at Hyde Park and East Boston. The program in Hyde Park, in particular, seems to reflect its community much more closely than it does the city; there was a discussion of the pattern of applications in the Spring report. No review has yet been conducted of enrollment by sex.

Summary

Citywide vocational assignments were approved in June despite the projected non-compliance of many programs because of the nature of the assignment process. At least twenty-seven of the forty programs had available space either for additional students who might be encouraged to apply, or for additional students already on the waiting list if students of the under-represented racial groups could be persuaded to apply so that desegregation requirements would be met. In other words, the assignment process was far from complete when the initial assignments were made.

Unfortunately, the effect of recruitment and additional assignments over the summer was limited. Female enrollment was increased in plumbing, white enrollment in the medical office assistant program, Black enrollment in heating/air conditioning, and there was other progress. On the other hand, Black enrollment decreased from the projected in carpentry and white enrollment in photographic technology and nursing assistant. The ORC programs overall are out of compliance to roughly the extent projected.

For several years after the 1975 Unified Plan was ordered state monitors noted a lack of progress in implementing its sweeping provisions for desegregation and improvement of vocational educational opportunities in Boston. District core programs, career exploratory programs, bilingual programs were delayed in their development or modification, while the citywide cooperative industrial programs remained predominantly white. The heavily-minority Boston Trade School languished. All hopes were pinned upon the construction and phase-in of the Occupational Resource Center.

The ORC is now operational, and another section of this report reviews the status of its programs, which include many offerings not previously available in Boston. It is clear that, on balance, enhanced educational opportunities are now available to Boston students. On the other hand, the analysis of enrollments demonstrates that there is much left to do, that vocational education in Boston is far from being desegregated by race or sex.

It may be that there are problems with the way in which assignments are made; as noted above, it is not yet possible to reach any conclusions about that, but an analysis and recommendations will be included in the Spring 1984 Report.

It is clear that much more needs to be done to create demand, on the part of students of the different racial groups and of male and female students, for programs for which such demand would be non-traditional. Career education, counselling and vigorous recruitment will need to be in place and well coordinated. The assignment task is dependent, in the case of such voluntary programs, upon prior efforts.

In addition, those programs which have not been able to attract applicants from all groups should be reviewed to determine whether there is an explanation in the content of the programs or the opportunities which they offer for later employment and career satisfaction.

Review of citywide vocational enrollments makes it clear that the Division of Occupational Education will need to work with the Boston Public Schools over the months ahead, applying what has been learned through the annual admissions revie process with selective vocational schools statewide. This is a field in which the Department has considerable resources of expertise among its staff, as well as models of successful school-level leadership to offer. No effort which could be made over the next year would have so great an impact upon sex equity and the life-chances of minority students.

Charles L. Glenn, Director
Judith Taylor
November 1983

MASSACHUSETTS DEPARTMENT OF EDUCATION
BUREAU OF EQUAL EDUCATIONAL OPPORTUNITY

Analysis of Fall 1983 Enrollments: Other Minority Students

More than one third of the Other Minority students in Boston are assigned to bilingual programs:

Racial Category	In TBE Prog	Not in TBE	Total	% in TBE
"Oriental"*				
assigned 4/83	1338	2273	3611	37%
actual 11/83	1664	2268	3932	42%
Hispanic				
assigned 4/83	3452	5217	8669	40%
actual 11/83	3857	5346	9203	42%
Native American				
assigned 4/83	5	229	234	2%
actual 11/83	4	269	273	1.5%
Total				
assigned 4/83	4795	7719	12514	38%
actual 11/83	5525	7883	13408	41%

* corresponds to "Asian" in state and federal reports

(Note that an additional 1657 students in bilingual programs (incuding Haitian French, Italian, Portuguese, Cape Verdean, and Greek) are classified as "Black" or "white"; altogether there are 7182 students assigned to TBE programs for 1983-84, or 12.5% of system enrollment.)

The increases between the projected assignments of April 1983 and the actual enrollments as of November 7th may be attributed, in part, to the late registration of other minority students for kindergarten or first grade, but they also undoubtedly indicate a continuation of the rapid growth of the Hispanic and Asian population, and especially of families with young children. The overall enrollment of the Boston Public Schools is over 27% other minority in grades 1-5, over 23% in grades 6-8, and not quite 20% in grades 9-12.

It is difficult to assess desegregation assignments of other minority students, because of the priority given to bilingual program assignments, the need to cluster students in such programs for effective instuction (see the bilingual report), and because other minority students are unevenly distributed among the geographical districts:

	Asian	Hispanic	Indian
I	934	1327	18
II	44	1754	18
III	149	311	6
IV	33	103	18
V	48	1170	43
VI	133	1031	57
VII	1179	1085	8
VIII	73	199	22
(IX)*	1339	2223	83
total	3932	9203	273

* draws students city-wide

One aspect of other minority student desegregation deserves special attention, however: the distribution of such students who are not in bilingual programs at the high school level. It was within recent memory that Hispanic students began to be significantly represented in high schools, and a decade ago their drop-out rate was nearly 100%. The number of Asian (including not only Chinese but an increasing number of Vietnamese, Cambodian, Lao and other Asian students) and Hispanic students at each high school provides significant information about the educational benefits available to such students.

The distribution of other minority students among the district high schools follows neighborhood residential patterns, with 14% of Asian students (not in bilingual programs) attending Brighton High, and Hispanic students heavily represented at both Brighton and Jamaica Plain (11% of the citywide non-bilingual enrollment at each).

It is the city-wide schools which might be expected to enroll other minority students in roughly comparable numbers; in fact, we see that Asian and Hispanic students have sharply different enrollment patterns. For the purpose of this analysis, we compare the proportion of students of each group who would be expected to attend each school, if they were distributed randomly, with the number actually enrolled.

Asian students are enrolled at Boston High (the work-study school) and at English High at less than half the expected rate, while they are even scarcer at Madison Park High (only 17% of the expected number). On the other hand, Asian students attend Latin Academy at double their numbers system-wide, Latin School at 2 1/2 times, and Boston Technical at nearly 3 1/2 times their proportional rate. Copley Square has almost the "ideal" number of Asian students, while Umana Tech has substantially more than the proportional number.

Hispanic students, on the other hand, are strongly over-represented at Boston High and Madison Park, and somewhat over-represented at English, Copley Square, and Umana. They are under-represented at Technical (though note that the school also has a Spanish TBE program), at less than half the proportional numbers at Boston Latin, and at less than one third the proportional numbers at Latin Academy.

In the section of this Report on high schools a chart is presented which shows the proportion of high school students of each of four groups citywide who attend the examination schools and English and Madison Park. The groups are: Black, white, Asian students not in bilingual classes, and Hispanic students not in bilingual classes:

	Exam Schools	English/Madison Park
Asian	57%	6%
White	31%	16%
Black	11%	24%
Hispanic	8%	29%

The symmetry of this distribution is disturbing; it suggests equity issues which go far beyond compliance with Court-ordered assignment requirements. Note that there is no suggestion here that such assignments are not being made properly, but the fact remains that Asian students are taking fuller advantage of the Boston high schools which are college-oriented, in clear contrast with Hispanic students, who are concentrated in the district and general high schools.

Hispanic students are under-represented in those vocational programs which traditionally have led to good jobs without higher education. Of 521 students enrolled in full-time vocational education programs (such as machine shop or carpentry, at district high schools), only 8% are Hispanic, though 12% of high school enrollment and 16% of K-12 enrollment is Hispanic. By contrast, 35% of the vocational program enrollment is white, compared with less than 30% of the overall high school enrollment. Asian students are severely under-represented in vocational programs (1% of vocational enrollment but 7% of high school enrollment); many are in the examination schools and many in bilingual programs.

Mention was made, above, of the low proportion of Hispanic students in Boston high schools a few years ago, because of a strong drop-out rate. Information is provided, in the section of this Report on bilingual education monitoring, which suggests an encouraging improvement in the number and rate of students in bilingual programs who graduate from high school and who go on to higher education, often with scholarships. Without in any way detracting from what is a real and solid accomplishment, it is important to point out that these outcomes are distributed very differently among the language groups.

In 1983 90 students graduated from high school Spanish bilingual programs (Brighton, Jamaica Plain, Dorchester, South Boston, Charlestown, English, Madison Park) and 138 from Chinese (Charlestown), Vietnamese (Brighton) and Lao (English High) bilingual programs; the Khmer or Cambodian program at South Boston is expected to graduate students in 1984. Of the former group, 61 plan to go on to higher education, and among them they won 33 scholarship awards; of the latter group, 114 plan to go on to higher education, and they won 94 awards. There is no question that this represents solid progress, but the discrepancy between the two groups (and note that many of the Asian students are recent refugees) shows how seriously Hispanic students are lagging behind.

The grade 9-12 enrollment of the Spanish bilingual programs mentioned is 600 (November 1983); the proportion of 1983 graduates is 15%. The grade 9-12 enrollment of the Chinese, Vietnamese and Lao programs is 374, and the proportion of graduates is 37%. This suggests, by the way, that the gratifyingly-high number of students graduating from bilingual programs is in part a one-time phenomenon reflecting a skewed age-profile among Vietnamese and Chinese high school students, with more students graduating in each case last year than are in the entering freshman classes this year.

Of Hispanic graduates, 68% are planning to go on to higher education, compared with 83% of the Asian graduates; there was roughly one scholarship award for every three Hispanic graduates and two for every three Asian graduates.

SUMMARY

It is clear that Hispanic students on the one hand and Chinese and Vietnamese students on the other are deriving very different benefits from the Boston schools. Many factors beyond the control of educators contribute to the heartening success of Chinese and Vietnamese high school students, as illustrated by their representation in the examination schools and by their high school graduation and scholarship award records.

Hispanic students do not fare so well in the Boston schools, and it is legitimate to ask whether factors over which educators do have control are contributing to these uneven outcomes.

Without having available direct information on drop-out rates, it is disturbing to note that overall Hispanic enrollment (both in and out of bilingual programs) this November is 354 in the ninth grade, 245 in the tenth, 251 in the eleventh, and 151 in the twelth.

It would be appropriate to review the educational opportunities - and outcomes - for Hispanic students who are not enrolled in TBE programs, and to ask whether the programs and services available could challenge and support them more effectively.

Charles L. Glenn, Director

November 1983

MASSACHUSETTS DEPARTMENT OF EDUCATION
BUREAU OF EQUAL EDUCATIONAL OPPORTUNITY

Analysis of Fall 1983 Enrollments: White Enrollment Patterns

In assessing desegregation progress in Boston, one of the major difficulties is caused by the constant changes in the overall enrollment of the school system and in the makeup of its community districts. The steady decline in the number of white students, the increase and then leveling-off in the number of Black students, and the recent sharp rise in the number of Hispanic and Asian students have made Boston a very different school system today than when the Student Assignment Plan was ordered, in 1975.

The emphasis of this section of the Report is on some of the patterns of enrollment change in the Boston public schools, with particular stress on the distribution of white students geographically, historically, and between public and non-public schools in Boston. Its purpose is to begin to create a context for assessment of the extent to which the Boston Public Schools are now a "unitary school system" in which the vestiges of illegal segregation have been eliminated; needless to say, no such assessment will be ventured at this preliminary stage.

Changes 1960 - 1983

When the Massachusetts Racial Imbalance Law was enacted, in 1965, the enrollment of the Boston Public Schools was 74.3% white and 25.7% "non-white". "Non-white" corresponded generally to those students who are now designated "Black", though it appears that some of the small Chinese and Hispanic enrollment was reported as "non-white" and some as "white".

In 1960 the white proportion was 83.6% and the non-white 16.4%, so that the change from 1960 to 1965 was 1.86 percentage points a year, the combination of Black enrollment increases (largely through in-migration) and white enrollment declines as a result of suburbanization and the aging of the white population of Boston's neighborhoods.

If the racial proportions had continued to change at the same rate, Boston's 1983 enrollment would be 59.2% non-white and 40.8% white in 1983. In fact, of course, the demography of the city changed in ways which would not have been predicted in 1965. The sharp decline in white birthrate statewide and even nationwide, the slowing of Black in-migration and the decline in birthrate among Blacks, and the strong in-migration of Hispanic and (more recently) of Chinese, Vietnamese, Cambodian and Lao families have produced a school enrollment which must be described in three categories, none of which is in the majority. The enrollment November 3rd 1983 was 48.4% Black, 28.2% white, and 23.5% "other minority".

(In any discussion of recent enrollment changes, it is important to take note of the impact of dropping the first year of kindergarten effective September 1982. Since - as we will see below - white enrollment is 38% lower in first grade than it is in kindergarten systemwide, as a result primarily of the transfer of students to parochial schools which do not offer kindergarten, the drastic decline in kindergarten enrollment in 1982 had disproportionate impact on white enrollment totals. The analyses which follow are not affected by the 1982 abbreviation of kindergarten)

The Growth of Hispanic Enrollment

It seems likely that Hispanic enrollment will continue to represent a larger share of the whole over the years ahead, while Asian enrollment will depend for the next few years on the flow of refugees, many of whom are of school age when they arrive. This is suggested by a 1980 survey by the Boston Redevelopment Authority, which found that 17% of the Hispanic population was below the age of 6, compared with 11% of the Black population, and 5% of the Asian and white populations. The growth of Hispanic population has been especially strong in certain neighborhoods:

Hispanics as % of population	1970	1977	1980
East Boston	1.6%	1%	3%
South End	7.2%	13%	14%
Allston/Brighton	2.9%	3%	4%
Jamaica Plain/Parker Hill	6.5%	16%	25%
Roxbury	6.5%	6%	9%
North Dorchester	4%	9%	13%
South Dorchester	1.3%	6%	4%
Mattapan	2.8%	1%	6%

Despite these significant changes, Boston is not nearly as heavily Hispanic as are several other Massachusetts school systems, with 16% Hispanic enrollment compared with 41% in Lawrence, 36% in Chelsea, 35% in Holyoke, and 23% in Springfield.

State-wide Trends

The Boston enrollment trends are comparable, though in an exaggerated form, to those occuring state-wide:

	1974	1978	1981	% Change 1974-1981
White	1,101,033	983,291	844,378	- 23%
Black	59,202	61,422	57,673	- 2.5%
Hispanic	27,750	31,508	35,488	+ 28%
Asian	5,937	8,217	11,969	+ 102%

The continuing movement of white families with school-aged children to suburban communities and of minority families new to Massachusetts to Boston and other cities exaggerates the statewide trends in Boston's enrollment.

Between 1978 and 1981 white enrollment in the Boston Public Schols declned by 26.3%. Over the same period, white enrollment in school systems which were not desegregating also declined substantially. For example, white nrollment in Quincy declined by 20.4%, that in Medford by 23.2%, that in Newton by 19%, that in

Lexington by 18%. White enrollment in Chicago, which was not desegregating over this period, declined by 28.5%.

Changes 1975 - 1980 by Boston District

In October 1981 Mr. Coakley prepared an analysis of racial changes between 1975 and 1980 in each of twenty-four geographical areas which he identified. Over this period white enrollment declined from 47% to 35% of the system, Black enrollment increased from 41% to 46%, Hispanic enrollment from 9% to 14%, and Asian enrollment from 3% to 5%.

Mr. Coakley's data reflect residential enrollment, the number of students living in each geographical area and attending Boston public schools, whether or not they attend "district" schools. This helpful form of analysis makes it possible to identify the neighborhoods which have experienced the most dramatic change in either the number or the percent of students in each racial group.

White enrollment declined by 12,398 or 34% in this period. In three areas the decline was substantially heavier, 50% or 51% over five years: Mattapan, Mattapan/Hyde Park, and North Dorchester (Franklin Field to Fields Corner). As we will see below, these are areas where many schools have experienced especially heavy white enrollment loss from 1978 to 1983, indicating that the pattern of the earlier period is continuing.

Although these three areas experienced particularly strong white enrollment decline, there was no section of the city which did not lose white enrollment. As Mr. Coakley points out, "Although District VIII <East Boston> was least affected by the Court Orders on student desegregation, it lost 1097 student residents, representing a 21% decline which was second only to District III's residential decline of 22%". This is a helpful reminder that population trends which have nothing to do with desegregation are an important factor in white enrollment decline.

District VIII had a high overall enrollment loss because it has few minority students, and thus does not benefit from the minority enrollment increases which partially offset white enrollment declines in District IV (Mattapan and Hyde Park) and District V (Dorchester). The Black enrollment gain in the transitional Mattapan/Hyde Park area was 178%, or 1077 students, while white enrollment dropped by 865 students. In the Codman Square/Lower Mills section of Dorchester, Black enrollment increased by 529 (43%), partially offsetting the white enrollment declines noted above in other sections of Dorchester.

Black enrollment in the public schools declined by 2% over these five years; since white enrollment declined even more rapidly, Black enrollment became a larger proportion of overall enrollment. Substantial increases in the two areas mentioned were more than offset by a 25% (578 students) decline in Black enrollment from the Mission Hill area (District I), a 13% (597 students) decline in the Mattapan North/Franklin Field area (III), a 43% (395 students) decrease in Columbia Point (VI) as a result of the depopulation of the housing development, and a 10% (333 students) decrease in the Lower Roxbury/South End area (VII).

Asian enrollment increased by 45%, concentrated largely in Allston (I) (188 students or 82%), Brighton (I) (139 students or 138%), Mission Hill/Fenway (I) (210 students or 67%), and Chinatown (VII) (209 students or 37%; Asian enrollment did not increase significantly (43 students or 6%) in the South End. Note, by the way, that these figures do not reflect the very recent growth in Asian enrollment through the resettlement of refugees.

Hispanic enrollment increased by 23%, with strong increases in Mission Hill (I) 200 students or 14%), Egleston Square (II) (433 students or 35%), Jamaica Plain West (II) (220 students or 27%), North Dorchester (V) (588 students or 44%), Dudley Street (VI) (283 students or 23%), and the South End (VII) (242 students or 20%). Hispanic enrollment declined in Columbia Point (VI) and there was a sharp though numerically slight decline in Hispanic students resident in South Boston (from 33 students in 1975 to 7 students in 1980), perhaps as a result of the harrassment which some Hispanic families experienced in public housing there.

Certain of the areas identified by Mr. Coakley are distinctively white, others racially mixed, while yet others are predominantly Black; only one of the twenty-four was more than half Asian (North End/Back Bay/Chinatown was 48% Asian in 1975 and 65% Asian in 1980) and none was more than half Hispanic. Following is a brief characterization of the areas in 1980, based upon their public school enrollments:

I	Allston	white (41%) and Asian (36%)
	Brighton	predominantly (68%) white
	Mission Hill	Black (46%) and Hispanic (38%)
II	Egleston Square	Black (67%) and Hispanic (24%)
	Forest H/Roslindale	predominantly (68%) white
	Jamaica Plain West	white (49%) and Hispanic (41%)
III	Roslindale	predominantly (83%) white
	Mattapan/Roslindale	predominantly (86%) Black
	West Roxbury	predominantly (94%) white
IV	Mattapan/Hyde Park	Black (64%) and white (33%)
	Hyde Park South	predominantly (94%) white
	Mattapan	predominantly (90%) Black
V	Dorchester East	predominantly (94%) white
	Dorchester South	Black (50%) and white (41%)
	Dorchester North	predominantly (74%) Black
VI	Roxbury/Dorchester	Black (62%) and Hispanic (33%)
	South Boston	predominantly (98%) white
	Columbia Point	predominantly (81%) Black
	Dorchester Avenue	predominantly (81%) white
VII	North End/Chinatown	Asian (65%) and white (29%)
	South End/Roxbury	Black (56%) and Hispanic (23%)
	Charlestown	predominantly (96%) white
VIII	East Boston (E)	predominantly (89%) white
	East Boston (W)	predominantly (93%) white

Nine of the 24 areas identified by Mr. Coakley are racially-mixed, eleven are predominantly white, and four are predominantly Black.

A few of these areas experienced substantial racial change over the period 1975-1980. Allston's white enrollment dropped substantially while its Asian enrollment increased; the same thing happened in Brighton. Mission Hill's Black enrollment dropped and its Hispanic enrollment increased. White enrollment dropped and Hispanic enrollment increased in Jamaica Plain west of the Corridor. As already noted, white enrollment was replaced with Black in the Hyde Park/Mattapan area (so that some now refer to northern Hyde Park as "Mattapan West). Black enrollment decreased relative to Hispanic in the section of Roxbury and Dorchester along Dudley Street, and also in the South End. White enrollment decreased and Asian increased in the downtown area (North End, Back Bay, Chinatown, Bay Village).

Distribution of Students among Schools

Early racial balance efforts were designed in general to increase the Black enrollment in predominantly white schools, primarily through parent-initiated "controlled transfer" and through construction of new schools (such as the Lee, the Marshall, the Holland, and the Hennigan in areas where, it was projected, they would be able to draw both minority and white students on a walk-in basis). Transportation costs for voluntary transfers and construction costs for schools which would contribute to racial balance were provided extra financial support by the Commonwealth

In a 1971 Bureau of Equal Educational Opportunity analysis of Boston enrollments, it was found that most white students attended schools which were over 90% white, and most "non-white" (generally, Black) students attended schools which were over 80% non-white. One indication of the extent of desegregation is the shift of white students away from heavily-white schools:

School % White	White Students	
	1971	1983
0 - 10%	447 (0.7%)	200 (1%)
10.1 - 20%	393 (0.6%)	2929 (19%)
20.1 - 30%	1,277 (2.0%)	5416 (34%)
30.1 - 40%	1,501 (2.3%)	1771 (11%)

40.1 - 50%	2,492 (3.9%)	899 (6%)
50.1 - 60%	1,855 (2.9%)	816 (5%)
60.1 - 70%	3,081 (4.8%)	2043 (13%)
70.1 - 80%	2,763 (4.3%)	222 (1%)
80.1 - 90%	11,843 (18.6%)	861 (5%)
90.1 - 100%	37,698 (59.5%)	488 (3%)

Today there are only a few public schools which are predominantly white; thus Boston schools are far more desegregated than they were a decade ago. Only 3% of the white students in Boston public schools attend schools which are over 90% white; only 11% attend schools (all in East Boston) which are over 70% white; most white students in Boston attended such schools in 1973, as do most white students who attend non-public schools in Boston today. The majority of white students (about 7,500 of 14,000 grades 1-12) in the public schools attend schools which are less than 30% white.

As we will see below, the non-public schools in Boston continue to reflect the racial pattern characteristic of the public schools in 1971, with 63% of non-public schools 90% or more white.

A major part of the current desegregation task is to assign and retain a sufficient number of white students at schools which are predominantly minority to provide a racially-integrated education for all students and to prevent racially identifiable schools.

Other sections of this report deal in depth with the program supports needed to provide a satisfactory educational experience for minority students at several predominantly-white schools: East Boston High (69% white), Boston Latin School (60% white), Boston Latin Academy (51% white). Yet others deal with recruitment efforts for particular "special desegregation" schools with heavily minority enrollments, with city-wide magnet schools, and with other aspects of assignments for desegregation. The present section steps back to look broadly at where white students are distributed among schools in Boston, including nearly sixty non-public schools which report their enrollments to the Massachusetts Department of Education.

Please note that this is not a discussion of where Boston-resident students go to school; it does not include nearly three thousand minority students who attend suburban schools under the Metco program, nor does it include Boston residents who attend public or private schools outside of Boston under individual arrangements. The Boston School Department reported, in 1982, that 25,826 students resident in the city attended non-public schools; this figure would include such schools located outside of Boston and also a few non-public schools located in Boston which do not make a voluntary enrollment report to the state. We will be concerned with students attending schools which are located in Boston, wherever those students may live.

Public and Non-public schools

There were more than 34,000 white students attending school through grade 12 in Boston in 1982-83; of these, 16,975 (49%) attended the Boston Public Schools. Another 17,324 attended 59 non-public schools located in Boston which reported their enrollments to the Massachusetts Department of Education.

These 34,000 students made up 43% of all the students attending schools in Boston, with 30,516 Black students representing 39%, 9,925 Hispanic students representing 13%, and 4,500 "other minority" (mostly Asian) students representing 6% of all students attending schools in Boston.

As these figures suggest, Boston has an unusually high proportion of its resident school-age children in non-public schools. Statewide, in 1982, 12.4% of school-age children attended non-public schools; in such cities as Springfield (20%) and Worcester (17.5%) the proportion rose substantially higher. Boston's rate of non-public school attendance was the highest, at 29%.

In general, the public schools in Boston were much more likely than non-public schools to reflect the city-wide racial proportions. There were 108 public schools (91% of the total of public schools) which enrolled between 10% and 69% white students, compared with six non-public schools (11% of the total of non-public schools).

Nearly half (45%) of the white students attended two public and thirty-seven non-public schools which were at least 90% white. Six non-public schools reported enrollment 100% white, while 21 reported enrolling no Black students. At the other extreme, two public and six non-public schools reported less than 10% white enrollment, with three of the non-public schools reporting no white students.

There were a number of exceptions to the clustering of non-public schools at the ends of the continuum of racial proportions, schools which are desegregated by the standards with which public schools are judged.

Cathedral High School in the South End, for example, was 13% white, within the 11-19% range required of neighboring public schools in District VII. Other schools with the same white proportion were the Tobin, the Quincy (a near neighbor), and Dorchester High School. Eight public schools were 11% or 12% white, and nine were 14% or 15% white. 34 public schools were between 10% and 19% white.

Parkside School in Jamaica Plain was 25% white, as were the public Edison and Wheatley Middle Schools. Altogether, 38 public schools were between 20% and 29% white.

Three other Jamaica Plain non-public schools - Blessed Sacrament (56%), Our Lady of Lourdes (57%) and Holy Childhood (58%) - were clearly desegregated, and in the same range as several desegregated public schools: the Clap (South Boston), the Bates (Roslindale), the Kilmer (West Roxbury), the Lyndon (West Roxbury), and the Perry and Tynan (South Boston).

Shaw Prep in the Back Bay was 48% white, exactly the same as the McCormack Middle School in Columbia Point, Dorchester. The Advent School on Beacon Hill was 70% white, exactly the same as East Boston High School counting its magnet programs.

As noted above, 45% of the white students attending schools located in Boston are in schools at least 90% white; another 12% attend schools between 70% and 89% white. By the definition in Massachusetts state law, then, 57% of the students attend "racially isolated" schools (more than 70% white). Only eight public schools compared with forty-seven non-public schools fall into this category.

Only two public schools (and six non-public schools) are more than 90% minority; this contrasts with the years prior to desegregation, when 30 public schools in Boston were more than 90% minority.

It is important to note that some three thousand minority students are being educated in non-public schools in Boston, a number equivalent to that in the urban/suburban Metco Program, but without state financial support. Several schools serve significant numbers of Black students: St. Patrick's (359), Cathedral High (250), Parkside (223), St. Matthew's (204), St. Angela's (195), St. Gregory's (181), St. Joseph's (141). We have no enrollment figures from Berea School (Adventist), which is predominantly Black, and there may well be others.

Hispanic students are less commonly served by non-public schools, with Our Lady of Lourdes (60) and St. Patrick's (49) serving the greatest number, followed by Cathedral High (39) and Blessed Sacrament (31). This is curious, given the heavy reliance of earlier predominantly Catholic immigrant groups on parochial schools, but it is a pattern common around the country, as is the use, by many non-Catholic Black families, of parochial schools. Of Black students attending any school in Boston (which reported its enrollment), 7% attended non-public schools, as contrasted with 51% of white students. 4% of Hispanic students and 5% of "other minority" students attended reporting non-public schools.

Parkside School is affiliated with the Assemblies of God; the other schools cited as serving fairly large numbers of minority students are Roman Catholic.

What conclusions can we draw from this brief overview of the distribution of white students in Boston?

(1) The great majority (99 of 118) of public schools in Boston are clustered in the range from 10% to 49% white, within twenty percentage points of the 29% white which represents the public school's overall enrollment. This is a very substantial contribution of the desegregation efforts over recent years, by contrast with 1971, when the majority of white students attended schools over 90% white, and the majority of Black students attended schools over 80% Black.

(2) The majority (36 of 59) of non-public schools reporting their enrollments were more than 90% white, and 45% of the white students in Boston schools attended these 36 non-public schools or three public schools, all in East Boston, in the same enrollment range. Put another way, almost all of the most heavily white schools were non-public.

(3) At the other extreme, six of the eight schools with very heavy minority proportions were non-public. These and other non-public schools educated some three thousand minority students.

(4) A few non-public schools are as desegregated as equivalent Boston schools; four of the seven are in Jamaica Plain, two are downtown, and one is in the South End. Four are Roman Catholic, one Assemblies of God and one Episcopalian.

The chart which follows presents white enrollment figures for schools in each percentage range, with the number of public and non-public schools in each.

% White	# of White Students	Public Schools	Non-public Schools
0% - 10%	219 (<1%)	2	6
11% - 20%	2187 (6%)	34	1
21% - 30%	5353 (15%)	38	1
31% - 40%	2656 (8%)	15	0
41% - 50%	1594 (5%)	12	1
51% - 60%	1386 (4%)	1	3
61% - 70%	1588 (5%)	0	0
71% - 80%	1993 (6%)	2	5
81% - 90%	2071 (6%)	4	5
90% - 100%	15272 (45%)	2	37

Note the similarity to the chart of the distribution of white enrollment in the public schools in 1971.

Declining White Enrollment

A constant concern of those following Boston desegregation is the decline in white enrollment over recent years. This decline cannot be attributed entirely to desegregation, since it was already taking place rapidly before implementation of the first desegregation plan, as a result of declining births, an aging residential population, and the post-war tendency of young families to settle in suburban communities. The white enrollment of the Worcester public schools, for example, declined by 22% from 1978 to 1982, and the state-wide public school white enrollment by 20%. This trend must be kept in mind when assessing the white enrollment decline at individual Boston schools.

Despite these cautions, it seems valid to note that white enrollment decline has not affected all Boson public schools equally, and to take the rate of such decline as at least one indicator of whether a school is in difficulties with respect to parental perceptions, at the very least. Continually assigning new white students to a school must prove ineffective for desegregation if their parents will not enroll or keep them there.

There are wide variations among Boston schools in the rate of white enrollment decline from 1978 to 1983. Some of these variations depend, of course, on whether the neighborhoods from which a school draws is undergoing rapid racial change or a dynamic housing market with young white families moving in. Magnet schools are affected if fewer students are assigned for some reason, even if there were more than enough applicants to maintain enrollment. In some cases the movement of programs in or out of schools can have a significant effect.

For these reasons, and others, the figures presented below should be taken as a preliminary scanning of data which may indicate areas of strength and weakness, rather than as a sophisticated diagnosis of what may have taken place at different schools. The primary use of this data will be to identify schools which may have been unusually successful in attracting and retaining white students.

Two measures are used. One is the rate and scale of white enrollment change from 1978 to 1983, exclusive of kindergarten; this data is subject to the distorting factors mentioned above. The other is the rate of "shrinkage" of the white enrollment assigned in May 1983, as compared with enrollments in November 1983. Note that the latter is subject to distortion by the additional assignments made by the Department of Implementation as new students register over the Summer and Fall, and by the well-known phenomenon of white kindergarten students continuing on to first grade in parochial schools which do not offer kindergarten.

There are 25 public schools in Boston which lost half or more of their white enrollment between 1978 and 1983; this includes six elementary and three middle schools located in predominantly white areas: the Eliot (-71%) and Michelangelo Middle in the North End, the Kenney (-70%) and O'Hearn (-66%) in Dorchester, the Beethoven and the Shaw Middle in West Roxbury, the Irving Middle in Roslindale, the Clap in South Boston and the Agassiz in Jamaica Plain. In these cases we may assume that the areas surrounding the schools are either changing in age profile or sending more students to non-public schools.

Eight magnet schools lost half or more of their white enrollment, including the Jackson-Mann (-63%), Haley, J.Curley, Ohrenberger, McKay and Trotter elementary schools, the King Middle School, and English High School; with the exception of the two last, it is likely that there were more white applicants than were admitted each year, so that the enrollment decline must be the result of a policy decision not to assign as many students, while remaining within the permitted ranges for white enrollment, as most of these schools have done each year.

The other eight schools with a loss of at least half of their white enrollment are located in Black or racially transitional areas: the Marshall (-63%), Sarah Greenwood, and Taylor elementary schools in Dorchester and the Fuller in Jamaica Plain, and the Wilson (-62%), Thompson, Cleveland, and Holmes middle schools in Dorchester. In the case of these schools we may assume that the geocodes from which they draw white students are either racially changing themselves, changing in the age profile of the population, or sending more students to non-public schools.

Of the seventeen non-magnet schools which lost half or more of their white enrollment, seven are in District V, three in III, two each in II, IV and VII, and one is in District VI. None of them is in districts I or VIII, though Brighton High lost 47% of its white enrollment in the five-year period.

On the other hand, one must note that white first grade enrollment is actually higher than white kindergarten enrollment in District VIII (East Boston), the one section of the city where district elementary schools have not been desegregated.

The percent decline in white enrollment doesn't tell the whole story, of course; it is also useful to look at the schools which have lost the largest number of white students since 1978. Citywide, the white enrollment decline in grades 1-12 has been 7,527, or 35% of the white enrollment in 1978, for an average decline of 7% a year (compare with the 5.5% annual decline in Worcester, and 5% annual decline statewide from 1978 to 1982). The following schools have the largest decline in the number of white students over the period 1978 to 1983:

School	District	# White Decline	% White Decline
English High	IX	514	58%
Madison Park High	IX	468	49%
Boston Technical High	IX	312	53%
Irving Middle School	III	212	50%
King Middle School	IX	194	63%
East Boston High	VII	186	21%
Jackson Mann Elementary	IX	183	63%

White Enrollment Gain

Turning to the fifteen schools which have experienced no white enrollment loss in the period 1978-83, and thus have actually gained relative to citywide and statewide (indeed, nationwide) trends, we find that five of them are in District VI, four in I, two in V, and one each in II, III, VII and VIII. None is in District IV, Hyde Park-Mattapan.

The unquestioned leader is the Higginson, which increased white enrollment by 173% through a conscious effort of recruitment in its assigned geocodes. Also in a Black area is the Winthrop, which increased white enrollment by 65%. In 1978 or 1979 the Bureau of Equal Educational Opportunity made supplementary Chapter 636 funds available on a competitive basis to carry out special recruitment projects for schools which needed to improve their desegregation, and the Higginson and Winthrop were two of the schools awarded grants. Whether the grants helped, or the eagerness to compete for them indicated qualities of initiative which have directly impacted upon white enrollment, both of these schools stand out for their ability to attract white students into non-magnet and older school buildings.

The Tobin's white enrollment increased by 28%; this is an instance of an apparent improvement caused by a program change, the addition in 1982-83 of middle school grades, currently enrolling twenty white students.

A fourth school in a predominantly minority area is the Emerson, the only one of this group of 15 designated by the Court as a "special desegregation school". The Emerson has exactly level white enrollment with 1978. In the report on special desegregation schools discusses the Emerson in some detail.

The Dever is located in Columbia Point, a predominantly-minority public housing development with a declining residential population; its white enrollment has increased by 20%. The Fifield, in Dorchester, is the school to which some white parents insisted upon sending their children, in 1971, rather than to the newly-opened Lee School. When the School Committee reversed its earlier commitments to the Board of Education and allowed the Lee to open racially segregated, the legal controversies began which led the Board of Education and eventually the Federal District Court to require implementation of a comprehensive desegregation plan. The neighborhood has now become substantially Black, and it is interesting to note that the Fifield is once again proving popular with white students!

The Farragut School has always been considered to be in a "Black" neighborhood because of its Roxbury address and the proximity of Mission Hill Housing Development, but in fact the school is nearer to the Harvard Medical area and a considerable amount of new and expensive housing. The school would seem to have good long-term prospects as a desegregated school; at present only 14 of its 45 white students receive transportation to the school.

These eight schools in predominantly minority areas have held even or increased their white enrollments since 1978; so have seven schools in predominantly white areas: the Gardner and Winship (+39%) in Brighton, the Perkins and Condon in South Boston, the Alighieri in East Boston (+46%), the Kent in Charlestown (+33%), and the Lyndon in West Roxbury (+79%).

The figures for District VI (Roxbury/South Boston) are especially interesting. As noted above, five schools in this district have shown strong white enrollment trends. South Boston continues to provide affordable housing for young families; is it possible that their children are returning to the public schools as a result of a gradual easing of the tensions created by desegregation? If so, the relative ease with which the Emerson School retains the white students assigned to it (see the report on special desegregation schools) compared with the Lee (District III) or the P.A.Shaw (District IV) may reflect a greater acceptance of desegregated public schools than in West Roxbury or Hyde Park. On the other hand, it may simply reflect a greater ability, in the latter communities, to afford non-public schooling. School closings have had their impact as well, of course. Whatever the reasons, the five District VI schools enroll 85 more white students in grades 1-5 than they did in 1978.

"No Show" Assignments

In the discussion of "special desegregation schools" the problem of white student assignments which do not result in white enrollment is discussed with respect to four elementary schools for which the Court has ordered special efforts to achieve desegregation requirements. Historically many Boston parents - most of them white - have sent their children to public schools for kindergarten and then on to parochial schools for first grade. Since the students have been registered for kindergarten, they are assigned to first grade places which in fact they never fill. When assignments are made, in April, it appears that considerable desegregation progress will be made, but these hopes are disappointed when hundreds of white children fail to appear for first grade in the Fall.

The phenomenon does not affect all districts and all schools equally, and indeed the loss of students is partially offset by others who register for the first time in the Fall, so that ten elementary schools - including several in predominantly minority neighborhoods - actually enroll more white students than were projected last Spring. System-wide at the elementary level (exclusive of kindergarten) the white enrollment this November was 14% below the enrollment projected last April, but some schools have much higher rates of loss.

The Chittick in the racially-transitional area between Hyde Park and Mattapan lost 69% of its assigned white students this Fall; the kindergarten enrolls three times as many white students as the first grade. The Marshall lost 56% of its assigned white students, and the Ellis (a special desegregation school) lost 51%. The Lee, another special desegregation school, lost 38%, as did the Lyndon in West Roxbury; close behind were the Hemenway in Southern Hyde Park (37%), the Kenney (36%), the Mason (34%) and the P.A.Shaw (33%) - another special desegregation school - in Dorchester, the Beethoven (32%) in West Roxbury, the Blackstone Square (31%) in the South End, the Channing (31%) in Hyde Park, and the Winship (30%) in Brighton. It is clear that attrition of assigned white students is a problem in many parts of the city.

There are variations on this theme, however. By comparing the white enrollment in kindergarten and in first grade for each of the nine districts it is possible to identify the areas in which the greatest "shrinkage" occurs. In District III (most of the white students live in West Roxbury and Roslindale), there are 61% fewer white students in first grade than in kindergarten. In District I (Allston/Brighton), the drop is 59%, in District IV (Hyde Park) it is 53%, and in District V (Dorchester) it is 52%. In District VI (South Boston), by contrast, the drop is only 20%, and in District II (Jamaica Plain) it is 29%.

In District I and District III the number of white first graders "discharged" to non-public schools is 18% higher than the number attending public schools, and in District V the number is 14% higher; it seems likely that this understates the preponderance of non-public school enrollment among white students in these districts. In District VI, by contrast, the number of white students discharged to non-public schools in first grade is 30% lower than the number attending public schools.

While the pattern of white students leaving public schools after kindergarten is discouraging from a desegregation perspective, it also represents an opportunity for outreach and persuasion. Parents who have placed their children in a public school kindergarten should be given every opportunity to understand what the schools can offer in the elementary grades and beyond. Needless to say, this "recruitment" can be successful only if public school representatives are clear about what it is that they offer, not only academically but in terms of school climate, values, and commitment to the development of each child. There is abundant evidence that parents choose non-public schools for their children for many reasons other than concern about racial integration.

Withdrawing children at the end of kindergarten is a pattern of long standing, only exacerbated by desegregation. Can any special desegregation strategy hope to attract an increased proportion of the white students who would otherwise attend non-public schools? In Chicago and other communities the desegregation effort has made explicit attempts to recruit from local non-public schools, and it is possible to imagine such an effort occurring in Boston. If it did, it would have to take into account recent research on the reasons which lead parents to select between public and non-public schools.

According to a major study released recently (July 1983) by the United States Department of Education (Private Elementary and Secondary Education), parents transferring their children from public to non-public schools cite three reasons with roughly equal frequency: academic standards, discipline, and religious instruction; the primary reasons given for transfers the other way were cost and convenience. This suggests that public schools have not been as effective at articulating clearly what it is that they have to offer in terms of educational quality, school climate, and the teaching of moral values as have non-public schools. Last year's community-wide survey in Springfield and several of the Gallup Polls on education have pointed to discipline and moral values as the most serious perceived lacks in the public schools. These elusive questions of school climate and focus are very close to the heart of successful special desegregation measures, and surely much more so than are specialized program offerings.

IMPLICATIONS

(1) The pattern of racial change in Boston is one of long standing, and a school system most of whose students are members of minority groups could have been predicted on the basis of the changes which occurred between 1960 and 1965. The present racial make-up of the system has also been affected by the more recent settlement of thousands of Hispanic and Asian families in Boston in recent years, and by the dramatic decline in white birth-rate in the 1960's.

(2) Certain sections of the city have been experiencing rapid racial change since implementation of the student desegregation plan, as reflected in public school enrollment. Most striking has been the decrease in white enrollment and increase in Black enrollment from the Hyde Park/Mattapan area. In Allston/Brighton and in the downtown area white enrollment has dropped and Asian enrollment increased. In Mission Hill, along Dudley Street in Roxbury/North Dorchester, and in the South End Black enrollment decreased and Hispanic enrollment increased. In Jamaica Plain Hispanic enrollment grew while white enrollment declined.

(3) The distribution of white students among public schools in Boston has changed radically since desegregation, with most (64%) white students now attending schools which are between 10% and 40% white, contrasted with 1971, when 78% of white students attended schools which were more than 80% white. A very substantial degree of desegregation of the public schools has been achieved.

(4) Non-public schools are much more racially-identifiable than are public schools in Boston, with nearly two-thirds of non-public schools over 90% white. Slightly more than half of the white students attending schools located in Boston attend non-public schools. Thousands of white students in Boston continue to attend schools which are almost entirely white - but this is true of only a few of the white students attending public schools.

(5) Some non-public schools in Boston are thoroughly desegregated, and about three thousand minority students are educated in non-public schools.

(6) Declining white enrollment has affected some public schools with particular severity, while others have remained stable or even increased their white enrollment. Some of each category are located in white neighborhoods and in minority neighborhoods, and it is apparent that demographic change is only one of the factors which affect enrollment levels. <The next Report will seek to identify other factors.>

(7) Magnet schools have been especially hard-hit by white enrollment declines over the past five years, and it is suggested that the policy implications require careful consideration in view of the preference of many minority and white parents alike for these schools.

(8) The familiar Boston phenomenon of white students enrolled for kindergarten but taken out of public school for first grade inhibits desegregation compliance in many parts of the city, but particularly in Districts I (Allston/Brighton), III (West Roxbury), IV (Hyde Park) and V (Dorchester). It should be a priority to reach the parents of such children with a convincing message of what the public schools can offer; this will require clarity of purpose and philosophy, sound instruction, and positive school climate, and the ability and recources to communicate these qualities.

Charles L. Glenn, Director
December 1983

Staff

FACULTY AND ADMINISTRATIVE STAFF

MANDATE

The desegregation of faculty and administrative staff shall be implemented according to the standards contained in the orders of July 31, 1974; January 28, 1975; the amended Order of August 30, 1975; the Order of February 24, 1976, the Special Order of July 7, 1977: the Further Order of July 5, 1978; the Modification of January 27, 1981; the Conditional Order of June 2, 1981; and the Bench Order of July 9, 1981.

PROCESS

The following documents from the School Department were analyzed: Report on Faculty Recruiting and Hiring, October 15, 1983; Memorandum on Category I Administrators of November 2, 1983; and a subsequent computer print-out of all acting appointments; the "appointments" section of minutes of the Boston School Committee; a computer print-out of all teaching assignments and credentials in the School Department (as of October, 1983); and miscellaneous other documents. Monitors interviewed the Deputy Superintendent and the Director and staff of the Office of Personnel and Labor Relations, and met with the staff and members of the City-wide Parent Council (CPC).

OBJECTIVE

1. To determine whether the 20% Black requirement for teaching and administrative positions continues to be met.

QUESTION: It was reported to the Court in July, 1983, that as of March, 1983, the 20% Black requirement was being met for teaching positions and both categories of administrative positions.

Is this requirement still being met?

FINDINGS

In March, 1983, the percentage of Black teachers in Boston was 20.46; by October, 1983, that percentage had fallen slightly to 20.30. Since the total number of teachers in Boston is declining (from 4,096 to 4.085 in this reporting period), and since the turnover is relatively slight (137 people left the teaching force; 126 were newly hired into it), this decline is not remarkable; Boston is working within very narrow limits, and three or four people can affect the percentages. But since Boston is skating very close to the edge of the 20% figure, any decline is cause for concern.

It should be noted that Boston is still rehiring teachers previously laid off and on the recall roster. Once that roster is exhausted, the Court's requirements that Boston make its best efforts to raise the number of Black teachers to 25% comes into effect again. This requirement will be monitored during the next reporting period.

Of the 55 Black teachers who left the teaching force between March and October 1983, 25 were promoted to administrative positions. As a result, the percentage of minority administrators in Category I (headmasters and principals) has increased slightly. The percentage of minority headmasters and principals in acting positions, however, is still almost four times greater than that of non-minority.

PRINCIPALS AND HEADMASTERS

	ACTING	PERMANENT	TOTAL
White	4 (5%)	87 (95%)	92 (100%)
Minority	6 (19%)	25 (81%)	31 (100%)
TOTAL	11 (9%)	112 (91%)	123 (100%)

Source: Boston Public Schools 11/2/83

Since reports on Category II administrators were not required by the Court until January of each year, the analysis of data on all administrators other than headmasters and principals is not included in this report but will be included in the July, 1984, Monitoring Report.

QUESTION: Are acting administrative appointments being used to circumvent this requirement?

FINDINGS

It is already clear that the desegregation of the administrative staff in both categories cannot be considered separately from Boston's use of acting rather than permanent appointments. Leaving aside entirely the question of intentionality, the use of acting appointments is having the effect of barring parents (and others) from participating in the selection of administrators, and is probably decreasing the chances of minority candidates to be hired or promoted. There are presently 343 administrators in Boston serving in an acting capacity, out of a total of 710. Furthermore, since the number of new acting appointments had been and continues to be in excess of the number of new permanent appointments, the "backlog" of acting appointments has increased each year.

OBJECTIVE

2. To determine whether the required procedure for administrative ratings has been followed in all cases.

QUESTION: How many ratings have been conducted during this monitoring period?

FINDINGS

The number of permanent appointments remains small because Boston has been unable or unwilling to use the promotional rating process ordered by the Court for all permanent administrative appointments. During this reporting period, only seven promotional ratings have been scheduled, and only two completed.

QUESTION: How full and effective has parent participation in this procedure been?

FINDINGS

Not only have few promotional ratings been scheduled, but there have been problems with parent participation, with the definition of those jobs that are exempt from the process, and with acting appointments made after and independently of a promotional rating. Parents have reported and documented: (a) inconvenient scheduling, (b) short notice, and (c) insufficient preparation for interviewing. In one instance, members of the promotional rating team were given assigned questions by the Chairman just before the interview. In another, a parent received a mailgram on a Saturday requesting her presence at an interview the following Thursday. In at least two other cases, recommendations of rating teams have been apparently ignored and acting appointments made, leaving team members frustrated over wasted time and effort.

QUESTION: What positions are exempt from the rating procedure?

FINDINGS

At the monitor's request, Boston has clarified its understanding of the positions exempted by the Court from the promotional rating process, and this clarification has been found acceptable.

There have been attempts by the School Department to streamline the promotional rating system in order to deal with the backlog of acting promotions. Nothing has come of these attempts to date although they still continue.

OBJECTIVE

3. To assess the affirmative action efforts of the School Department to reach the goal of 25% Black teachers and administrators.

STATUS

It was reported to the Court in July, 1983, that the School Department had made no effort to meet this requirement because it was still filling vacancies from the recall list, as specifically allowed by the Court. This Situation still holds.

OBJECTIVE

4. To assess the best efforts of the School Department to increase the percentage of other minority teachers and administrators system-wide.

QUESTION: It was reported to the Court in July, 1983, that there was a slight increase in the overall percentage of other minorities.

Have these percentages increased in this monitoring period?

FINDINGS

In March, 1983, the percentage of other minority teachers was 8.25, an increase of one percent from the previous hear. In October, 1983, the percentage increased slightly again to 8.54. This percentage represents an increase in the actual number of other minority teachers of eleven (from 338 to 349).

QUESTION: If there has been an increase, how is it spread among various programs and categories of positions?

FINDINGS

Other minority teachers are now somewhat less concentrated than previously in bilingual programs; the percentages in regular, vocational, and special education programs increased slightly (less than 15%) while the percentage of bilingual programs decreased slightly (less than 3%). The percentage of other minority headmasters and principals, however, remains very low (2.44).

QUESTION: What affirmative action and recruitment activities have taken place?

STATUS

Affirmative action and recruitment activities will be monitored during the next reporting period.

OBJECTIVE

5. To determine whether the School Department is in compliance with state certification laws and regulations, particularly with reference to minority teachers whose certifications were waived by the Court.

   This objective was not previously monitored

FINDINGS

The monitor's analysis of the certification data supplied by Boston shows that 95.9% of all Boston teachers are appropriately certified for the function to which they are officially assigned. Of the remaining teachers, 2.9% (or 122) are or will be covered by waivers granted by the Department, .2% (or 7) are exempted by the Court, and 1.0% (42) are currently under certification review by Boston's Personnel Office and will be reported on in the next monitoring report.

RECOMMENDATIONS

1. The decrease in the percent of black teachers, even though it remains within the limits set by the Court, and even though Boston is still recalling teachers, should be reversed as soon as possible by aggressive recruiting and the implementation of the recently adopted affirmative action plan.

2. The percentage of other minority teachers and administrators should be increased through the same means.

3. The number of "acting" administrative appointments must be drastically reduced in a manner consistent with the promotional rating process

In order to meet this recommendation, either the promotional rating process will have to be modified, with the approval of the Court; or a major high priority administrative effort must be undertaken by the School Department; or both. Any proposed modification to the process must guarantee the participation of parents and teachers, ensure racially balanced screening committees, and be less unwieldy. (See Finding #2 above.) At the very least and as evidence of good faith, the School Department should establish immediately a schedule of ratings for all positions currently filled on an acting basis.

THE SCHOOL COMMITTEE OF THE CITY OF BOSTON

BOSTON PUBLIC SCHOOLS
DEPARTMENT OF PERSONNEL AND LABOR RELATIONS
MANAGER
IDA WHITE

October 14, 1983

Dr. Robert R. Spillane
Boston School Committee
26 Court Street
Boston, Massachusetts 02108

Dear Dr. Spillane:

The United States District Court in its Order on Faculty Recruiting and Hiring, issued on January 28, 1975, requires that the City Defendants beginning on April 15th of each year and on the 15th day of each successive month through October 15th shall file with the Court and with all parties a report detailing:

a. The projected number of teaching vacancies in various categories;
b. The projected number of permanent and provisional teachers to be hired;
c. A summary of applications and interview activity of black applicants;
d. The number and race of permanent and provisional teachers hired or rehired.

In its July 5, 1978 Memorandum and Further Orders on Faculty Recruiting and Hiring, the United States District Court also ordered that the reports due March 15 and October 15 shall include tables showing:

i. The number and percentages of white, black and other minority teachers in regular, special and bilingual education for the current year and the previous three (3) years;

ii. The number of black, white and other minority first, second and third year provisionals currently employed and provisionals hired for a fourth year;

iii. The number of newly hired provisional teachers for the current year and the previous three (3) years subdivided by subject areas to which assigned.

iv. The number of newly appointed permanent teachers for the current year and the previous three (3) years subdivided by subject areas to which assigned.

Enclosed herewith for your processing is the information required by the Court for October 15, 1983.

Very truly yours,

Ida White, Manager

IW/mlh
enclosures

26 COURT STREET, BOSTON, MASSACHUSETTS 02108 • 726-6000 Ext. 5000 AREA 617

THE SCHOOL COMMITTEE OF THE CITY OF BOSTON

BOSTON PUBLIC SCHOOLS
DEPARTMENT OF PERSONNEL AND LABOR RELATIONS
MANAGER
IDA WHITE

October 14, 1983

MEMORANDUM

To: Robert R. Spillane, Superintendent of Schools
From: Ida White IW
Re: October 15, 1983 Court Report

After reviewing the percentages of Black teachers being reported in the Court Report, I feel that it is necessary to provide you with some explanation for the slight decrease (.16%) from the March figure (20.46%) to the October figure (20.30%).

In the aggregate, we are down 11 teachers in the total teaching force and 9 in the Black teachers category. The major factors which contributed to the reduction of Black teachers are as follows:

(1) 25 teachers who were counted in the March Report were promoted to administrative positions.

(2) 17 teachers who had provisional contracts in 1982-1983 have not been rehired because they are not available, have refused assignment, are uncertified, were unsatisfactory, or failed to re-register.

(3) 12 permanent teachers left the system as a result of terminations--resignations, retirements, etc.

(4) 1 permanent teacher took a leave of absence.

The net impact on the Black teacher count is 55. One additional factor which contributed to the reduction in the Black percentage is the fact that no layoffs took place for this school year.

My staff is confident that with new hires and the filling of vacancies, we will be able to surpass the March, 1983 percentage.

26 COURT STREET, BOSTON, MASSACHUSETTS 02108 • 726-6600 Ext. 5600 AREA 617

REPORT ON FACULTY RECRUITING AND HIRING

OCTOBER 15, 1983

A. Projected Number of Teaching Vacancies in Various Categories

The projected number of teaching vacancies as of October 1983 is as follows:

Elementary Schools	2
Middle Schools	*11
High Schools	** 7
Bilingual Schools	*** 9
Special Education	****14.5
Vocational Education	***** 3
Total:	46.5

*Includes three (3) Mathematics; Two (2) General Science; two (2) English; one (1) Spanish; two (2) French; one (1) Performing Arts

**Includes five (5) Mathematics; one (1) English; one (1) Music/Vocal

***Includes three (3) Cape Verdean; one (1) Chinese; one (1) Spanish; one (1) English as a Second Language; one-half (½) Laotian/Hmong; one-half (½) Spanish/Portuguese; two (2) Laotian

****Includes one and one-half (1½) Resource Room; three (3) L.A.B.; one (1) S.A.R.; One (1) L.D.; one (1) Speech & Language; two (2) Vision Resources; one (1) Bilingual Early Childhood; one (1) Bilingual Speech & Language; one (1) YES Alternative Program; two (2) Career Instructional Managers

*****Includes one (1) Culinary Arts-Chef; one (1) Data Processing; one (1) Automotive Repair

B. Projected Numbers of Permanent and Provisional Teachers to be Hired

At the present time the vacancies listed above are being filled by permanent teachers from the recall list or teachers who have been recruited through the efforts of the Office of Recruitment and Evaluation.

C. Summary of Applications and Interview Activity of Black Applicants

Attached hereto as Appendix A.

D. NUMBER and [illegible] or REHIRED

PERMANENT TEACHERS HIRED

BLACK	WHITE	SPANISH SURNAME	ASIAN AMERICAN	OTHER MINORITY	TOTAL
0	0	0	0	0	0

PROVISIONAL TEACHERS HIRED

	BLACK	WHITE	OTHER MINORITY	TOTAL
ELEMENTARY	41	5	3	49
MIDDLE	19	1	0	20
HIGH	36	21	10	67
BILINGUAL	34	11	85	130
SPECIAL ED.	31	56	20	107
TOTAL PROV.	161	94	118	373

TEMPORARY TEACHERS HIRED

	BLACK	WHITE	OTHER MINORITY	TOTAL
LEMENTARY	1	0	0	1
IDDLE	5	2	0	7
IGH	1	2	2	5
ILINGUAL	1	5½	3	9½
P. EDUCATION	3	1	3	7
OTAL TEMPS	11	10½	8	29½

TOTAL TEACHERS HIRED

	BLACK	WHITE	OTHER MINORITY	TOTAL
ELEMENTARY	42	5	3	50
MIDDLE	24	3	0	27
HIGH	37	23	12	72
BILINGUAL	35	16½	88	139
SPECIAL EDUCATION	34	57	23	114
TOTAL	172	104½	126	402½

F. NUMBER AND PERCENT OF WHITE, BLACK AND OTHER MINORITY TEACHERS IN REGULAR, VOCATIONAL, SPECIAL, AND BILINGUAL EDUCATION

EAR	REGULAR EDUCATION **				VOCATIONAL EDUCATION				SPECIAL EDUCATION **				BILINGUAL EDUCATION				TOTAL TEACHERS			
	Total Teachers	White Teachers	Black Teachers	Other Teachers	Total Teachers	White Teachers	Black Teachers	Other Teachers	Total Teachers	White Teachers	Black Teachers	Other Teachers	Total Teachers	White Teachers	Black Teachers	Other Teachers	Total Teachers	White Teachers	Black Teachers	Other Teachers
0-1981	3531	2831	626	74	180	122	37	21	1067	722	279	66	372	124	41	207	5150	3799	983	368
centages	100	80.18	17.72	2.10	100	67.78	20.55	11.67	100	67.66	26.15	6.19	100	33.33	11.02	55.65	100	73.76	19.10	7.14
1-1982	2885	2282	566	34	160	113	33	14	927	643	219	65	364	132	36	196	4336	3170	854	312
centages	100	79.10	19.62	1.28	100	70.62	20.63	8.75	100	69.36	23.63	7.01	100	36.26	9.89	53.85	100	73.11	19.70	7.19
2-1983	2636	2021	568	47	146	99	32	15	908	680	177	51	406	120	61	225	4096	2920	838	338
centages	100	76.67	21.55	1.78	100	67.81	21.92	10.27	100	74.89	19.49	5.62	100	29.56	15.02	55.42	100	71.29	20.46	8.25
3-1984	2682	2058	567	57	116	73	30	13	872	646	165	61	415	130	67	218	4085	2907	829	349
centages	100	76.73	21.14	2.13	100	62.93	25.86	11.21	100	74.08	18.92	7.00	100	31.33	16.14	52.53	100	71.16	20.30	8.54

** Includes those who were listed under "Special Schools" and "Itinerant Teachers"

112

NUMBER OF BLACK, WHITE AND OTHER MINORITY FIRST, SECOND, THIRD AND FOURTH YEAR (PERMANENT) PROVISIONALS

YEAR	BLACK	WHITE	OTHER MINORITY	TOTAL
FIRST	53	44	29	126
SECOND	57	24	49	130
THIRD	16	11	20	47
FOURTH (Perm)	35	15	20	70
TOTALS	161	94	118	373

III NEW PROVISIONAL HIRES BY YEAR 1980-81 1983-84

	1980-81	1981-82	1982-83	1983-84	TOTAL	PERCENT BY AREA
EMENTARY						
B	3	½	5	12	20½	71.94
W	0	0	0	4	4	14.03
O	0	0	2	2	4	14.03
T	3	½	7	18	28½	100.00
CONDARY						
B	23	0	9	20	52	82.54
W	2	0	0	6	8	12.70
O	2	0	1	0	3	4.76
T	27	0	10	26	63	100.00
RT						
B	0	0	1	0	1	
W	0	0	0	0	0	
O	0	0	0	0	0	
T	0	0	1	0	1	100.00
ME ECONOMICS						
B	5	0	0	0	5	100.00
W	0	0	0	0	0	
O	0	0	0	0	0	
T	5	0	0	0	5	100.00
DUSTRIAL ARTS						
B	0	0	1	0	1	100.00
W	0	0	0	0	0	
O	0	0	0	0	0	
T	0	0	1	0	1	100.00
CATIONAL ED						
B	18	0	6	1	25	47.16
W	10	0	1	3	14	26.42
O	8	0	3	3	14	26.42
T	36	0	10	7	53	100.00

120

NEW HIRES (continued)

	1980-81	1981-82	1982-83	1983-84	TOTAL	PERCENT BY AREA
SIC						
B	2	0	0	0	2	66.67
W	0	0	0	1	1	33.33
O	0	0	0	0	0	
T	2	0	0	1	3	100.00
HYSICAL ED.						
B	3	1	1	0	5	83.33
W	0	0	0	0	0	
O	1	0	0	0	1	16.67
T	4	1	1	0	6	100.00
UNDED						
B	7	4	0	0	11	57.89
W	5	0	0	0	5	26.32
O	3	0	0	0	3	15.79
T	15	4	0	0	19	100.00
DULT ED.						
B	0	0	0	0	0	
W	0	0	0	0	0	
O	0	0	0	0	0	
T	0	0	0	0	0	
GLISH LANGUAGE ENTER						
B	0	0	0	0	0	
W	1	0	0	0	1	100.00
O	0	0	0	0	0	
T	1	0	0	0	1	100.00

NEW HIRES (Continued)

	1980-81	1981-82	1982-83	1983-84	TOTAL	PERCENT BY AREA
LINGUAL						
B	12	1	8	8	29	19.21
W	2	1	2	5	10	6.62
O	46	16½	29	21	112	74.17
T	60	18½	39	34	151	100.00
ECIAL ED.						
B	43	2	5	11	61	43.26
W	14	3	11	19	47	33.33
O	12	7	3	11	33	23.41
T	69	12	19	41	141	100.00
AND TOTALS						
B	116	8½	36	53	213	45.23
W	34	4	14	44	96	20.34
O	72	23½	38	29	162	34.43
T	222	36	88	126	472	100.00

37

iv. NEWLY APPOINTED PERMANENT BLACK, WHITE, AND OTHER MINIORITY TEACHERS

1980-1981 through 1983-1984

	1980-81	1981-82	1982-83	1983-84	TOTAL	PERCENT BY AREA
SECONDARY						
B	0	0	0	0	0	0
W	0	0	0	0	0	0
O	0	0	0	0	0	0
T	0	0	0	0	0	0
ART						
B	0	0	0	0	0	0
W	0	0	0	0	0	0
O	0	0	0	0	0	0
T	0	0	0	0	0	0
FUNDED						
B	0	0	0	0	0	0
W	0	0	0	0	0	0
O	0	0	0	0	0	0
T	0	0	0	0	0	0
GRAND TOTALS						
B	0	0	0	0	0	0
W	0	0	0	0	0	0
O	0	0	0	0	0	0
T	0	0	0	0	0	0

THE SCHOOL COMMITTEE OF THE CITY OF BOSTON

BOSTON PUBLIC SCHOOLS
RECRUITMENT AND EVALUATION UNIT
VICTOR A. McINNIS, Ed. D.
SENIOR EVALUATION COORDINATOR

JOSEPH F. CAREY
Evaluation Specialist

LIVAUGHN CHAPMAN
Recruitment Specialist

October 11, 1983

MEMORANDUM

TO: Ida White, Manager
Department of Personnel and Labor Relations

FROM: Livaughn Chapman, Recruitment Specialist LC

SUBJECT: Recruitment Activities
April 15, 1983 - September 15, 1983

I. Interviewing and Counseling Activities

a. The Recruitment Specialist of the Office of Recruitment and Evaluation interviewed and referred a combined total of nine hundred and twenty five (925) prospective minority and white candidates interested in working with the Boston Public Schools. These candidates were screened for a limited number of administrative, professional and teaching positions. Given the economic times many of the prospective employees were walk-ins and referrals.

b. The recruiter interviewed and referred a combined total of forty five (45) minority candidates for non-professional positions with the School System.

c. The Recruitment Specialist served as Counselor for black, white and other minorities relative to employment possibilities, providing job referrals and job related counseling.

d. The Recruitment Specialist has advertised in local and national newspapers for bilingual, special education, nursing, administrative and vocational positions available with the Boston Public Schools.

II. Recruitment Activities

a. In an effort to meet the court mandate for hiring black and other minority candidates, the recruiter will continue to advertise in local and national newspapers, network, and in general use all recruitment tools necessary to seek black and minority candidates to fill staff vacancies.

b. Staff needs assessments for the 1983-1984 school year are in process. A recruitment schedule will be developed based upon those results.

This schedule may entail travel, both local and national depending upon the staffing needs of the Boston Public Schools.

THE SCHOOL COMMITTEE OF THE CITY OF BOSTON

BOSTON PUBLIC SCHOOLS
DEPARTMENT OF PERSONNEL AND LABOR RELATIONS
MANAGER
IDA WHITE

November 2, 1983

MEMORANDUM

TO: Ida White, Manager

FROM: John M. Conley

SUBJECT: Category I Administrators, (Headmasters and Principals) by Level

HIGH SCHOOL HEADMASTERS

	BLACK	WHITE	OTHER MINORITY	TOTAL
Permanent	4	11	0	15
Acting	3	2	0	5
Total	7	13	0	20
Percent	35.00%	65.00%	0%	

MIDDLE SCHOOL PRINCIPALS

	BLACK	WHITE	OTHER MINORITY	TOTAL
Permanent	9	11	1	21
Acting	2	1	0	3
Total	11	12	1	24
Percent	45.83%	50.00%	4.17%	

ELEMENTARY SCHOOL PRINCIPALS

	BLACK	WHITE	OTHER MINORITY	TOTAL
Permanent	10	65	1	76
Acting	0	2	1	3
Total	10	67	2	79
Percent	12.66%	84.81%	2.53%	

TOTAL HEADMASTERS AND PRINCIPALS

	BLACK	WHITE	OTHER MINORITY	TOTAL
Permanent	23	87	2	112
Acting	5	5	1	11
Total	28	92	3	123
Percent	22.76%	74.80%	2.44%	

THE SCHOOL COMMITTEE OF THE CITY OF BOSTON

BOSTON PUBLIC SCHOOLS
OFFICE OF THE DEPUTY SUPERINTENDENT
FINANCE AND ADMINISTRATION
ROSEMARIE V. ROSEN

MEMORANDUM

October 24, 1983

TO: Michael Betcher, General Counsel

FROM: Rosemarie V. Rosen, Deputy Superintendent
Finance and Administration

SUBJECT: RATING AND SCREENING PROCESS

I met with Jim Case recently as part of his regular review of staffing issues related to monitoring the court orders. He expressed some interest and restrained support for our notion of streamlining the process. If we take the initiative, I think the State would be helpful. They would not serve as mediators, but I think they can see the deficiencies in the current process. Would you mention this to Henry and let me know what you both think.

x.c: Ida White
Jim Case

/ha

26 COURT STREET, BOSTON MASSACHUSETTS 02108 • 726-6200 EXT 5600 AREA 617

THE SCHOOL COMMITTEE OF THE CITY OF BOSTON

BOSTON PUBLIC SCHOOLS
RECRUITMENT AND EVALUATION UNIT
VICTOR A. McINNIS, Ed D
SENIOR EVALUATION COORDINATOR

JOSEPH F. CAREY
Evaluation Specialist

LIVAUGHN CHAPMAN
Recruitment Specialist

November 10, 1983

PROMOTIONAL RATINGS

Since July 1, 198 3
(including those initially posted in June, 198 3)

Name of Position	Status (as of November 10, 1983)
Occupational Development Specialist HHHORC (posted 6/10/83)	Approved by School Committee
Placement Specialist Ch. 74 HHHORC (posted 6/10/83)	Approved by School Committee
Headmaster, English High School (posted 6/15/83)	Finalists' names sent to Superintendent for nomination of one to School Committee
Program Director for Reading	Candidates being interviewed by central screening committee
Project Director for Interagency Collaboration	Applications due 11/21/83 Credentials due 11/30/83
Project Director - Department of Student Support Services	To be posted approximately on 11/14/83
Educational Specialist/Horticultural - Phillis Wheatley School	To be posted approximately on 11/15/83

BOSTON PUBLIC SCHOOL DEPT CARE R
55 NEW DUDLEY ST
ROXBURY MA 02119 28AM

4-0534435301 10/28/83 ICS IPMMTZZ CSP BSNA
6174421396 MGM TDMT ROXBURY MA 64 10-28 0454P EST

MS CLARICE OWENS
48 HAZELTON ST
MATTAPAN MA 02126

PLEASE BE PRESENT FOR THE SCREENING COMMITTEE INTERVIEW OF CANDIDATES FOR THE POSITION OF PROGRAM DIRECTOR FOR READING ON THURSDAY NOVEMBER 3 1983 AT 10AM IN THE DISTRICT 9 OFFICE. PLEASE CALL ME OR MY ASSISTANT JAMES GARVIN IF YOU ARE UNABLE TO ATTEND THIS MEETING ON THE SPECIFIED DAY OR TIME.

SINCERELY,
ROGER BEATTIE

16:55 EST

MGMCOMP

TO REPLY BY MAILGRAM MESSAGE, SEE REVERSE SIDE FOR WESTERN UNION'S TOLL - FREE PHONE NUMBERS

1983

Qtn for interview
of Couns. guid

1. What is your philosophy in counselling? How do you perceive your role?

2. What do you see as the needs of the Cape Verdean students at Madison Park High School?

3. How would you program and monitor a 16 year old, newly arrived Cape Verdean student who has a 2nd grade level of education?

4. What techniques or methods would you use to develop rapport with students?

5. What outside resources would you use for Madison Park High School Cape Verdean students? (crisis intervention)

6. What would you immediately do to help a student:
   (a) Who is threatening suicide?
   (b) Who is pregnant?
   (c) Who is using drugs?

7. ✓ What would you do to initiate and maintain communications with parents?

Mr. [illegible] 8. N' Kre sabi modi na Madison Park High bu ta pripara alumus Kabaverdianus pa un besita p'es bai ti Kabuverdi.

How would you prepare student for a summer trip to Cape Verde and what would you do while visiting Cape Verde?

Cardosa 9. Are there any activities that you can think of that would provide the Cape Verdean students with multi-Cultural experiences?

THE SCHOOL COMMITTEE OF THE CITY OF BOSTON

BOSTON PUBLIC SCHOOLS
OFFICE OF THE COMMUNITY SUPERINTENDENT

SCREENING COMMITTEE REGISTRATION

NAME Lucille M. Koch

ADDRESS 6 Rock Road

SCHOOL English High Parent

HOME PHONE NUMBER 296-5249

SCHOOL PHONE NUMBER Office # 426-2450

D

[illegible]
[illegible] 02124
13 Oct. 1983

E.P.C.
59 Temple Pl.
Boston 02111
Att: Carol Ng

Dear Ms. Ng,

This past summer I sat on the Screening Committee for Director of Social Studies.

Mr. David Hartman, the other School Committee staff, along with the school teachers, made the parents feel welcome.

The parents were made to feel we were an intrigal part of choosing the right person for the position at hand.

I received advance notice of each meeting.

I feel more parents would volunteer in the future, if they could be reimbursed for transportation and baby sitters.

Sincerely,
Franklin Williams

THE SCHOOL COMMITTEE OF THE CITY OF BOSTON

BOSTON PUBLIC SCHOOLS
RECRUITMENT AND EVALUATION UNIT
VICTOR A. McINNIS, Ed. D.
SENIOR EVALUATION COORDINATOR

JOSEPH F. CAREY
Evaluation Specialist

LIVAUGHN CHAPMAN
Recruitment Specialist

November 30, 1983

Mr. James Case, Associate Commissioner
Massachusetts Department of Education
1385 Hancock St.
Quincy, MA 02169

Dear ~~Mr. Case:~~ Jim

In accordance with your request, a sampling of letters sent by chairpersons of screening committees to organizations providing members is enclosed.

I hope this information proves helpful.

Sincerely,

Victor A. McInnis
Unit Leader

rt

26 COURT STREET, BOSTON, MASSACHUSETTS 02108 • 726-6600 EXT 5649 AREA 617

THE SCHOOL COMMITTEE OF THE CITY OF BOSTON

BOSTON PUBLIC SCHOOLS
OFFICE OF THE COMMUNITY SUPERINTENDENT
ROGER BEATTIE
DISTRICT IX

October 13, 1983

Mr. Thomas E. Clegg
President, B.A.S.A.S.
Blackstone School
380 Shawmut Avenue
Boston, Ma. 02118

Dear Mr. Clegg:

I am currently forming a screening committee to select finalists for the position of Program Director for Reading, According to Boston School Department guidelines for composition of this committee there must be two (2) B.A.S.A.S. members (1 black, 1 white) selected by B.A.S.A.S. on the committee.

Therefore, I am requesting that you forward the above information to me by Friday, October 21, 1983.

Thank you for your continued cooperation.

Sincerely,

Roger Beattie

Roger Beattie
Community Superintendent

RB:pmm
c.c. Dr. Victor McInnis
Mr. James Garvin

MADISON PARK HIGH SCHOOL, 55 NEW DUDLEY STREET, BUILDING 1, ROXBURY, MASSACHUSETTS 02119 • 442-1396 AREA 617

THE SCHOOL COMMITTEE OF THE CITY OF BOSTON

BOSTON PUBLIC SCHOOLS
OFFICE OF THE COMMUNITY SUPERINTENDENT
DISTRICT IX

October 14, 1983

Tubal Padilla
District IX Parent Coordinator
59 Temple Place
Boston, Ma. 02111

Dear Mr. Padilla,

I am currently forming a screening committee to select finalists for the position of Program Director for Reading. According to the Boston School Department guidelines for composition of the committee there must be 3 parents (1 black, 1 white, 1 other minority) who are members of the C.P.C. or D.P.C. selected by the C.P.C. on the committee.

Therefore, I am requesting that you forward the above information to me by Friday, October 21, 1983.

Thank you for your continued cooperation.

Sincerely,

Roger Beattie
Roger Beattie
Community Superintendent

RB:pmm
c.c. Dr. Victor McInnis
Mr. James Garvin

MADISON PARK HIGH SCHOOL, 55 NEW DUDLEY STREET, [illegible] MASSACHUSETTS [illegible] AREA 617

Citywide Parents Council
59 Temple Place Boston, Mass. 02111 (617) 426-2450

November 15, 1983

James H. Case
Nan D. Stein
The Commonwealth of Massachusetts
Department of Education
1385 Hancock Street
Quincy, Massachusetts 02169

Dear Jim & Nan:

Enclosed are copies of the correspondences made to and from the CPC regarding screening committees. These correspondences represent four types of documentation. The first group consists of the School Department's requests for parents to serve on the screening committees and the CPC's replies to those requests. The second set documents the School Department's telephone requests for parental participation and the CPC's subsequent responses. The third is a CPC memo to the School Department requesting for a schedule of all the screening committee meeting dates. We still have not received this timetable. The fourth type of documentation was submitted by parents. One is feedback from a parent who was unable to attend our October 24th meeting while the other is the mailgram we had discussed at the meeting.

Nan, in response to your inquiry, the CPC was not notified of the screenings for the positions of Occupational Development Specialist and Placement Specialist Ch. 74 at the H.H.H.O.R.C. According to Roger Beattie (District 9 Community Superintendent), parents were called to re-screen the position of English High School Headmaster but only one parent attended and it was for a single resume review session. Moreover, upon speaking with a parent on the issue of the Program Director for Reading, it was indicated to me that the screenings for this position has been suspended for unspecified reasons. As for the position of Project Director for Interagency Collaboration, a request has been made and I will be submitting the names soon.

Also enclosed are two copies of the November 8, 1982 Agreement. The section pertaining to screening committees is now invalid. Due to a dispute, Judge Garrity ruled in June 1983 that the original orders on screening committees be in force.

I hope this material will assist you in your report. Should any additional correspondences become available, I will again forward copies to you.

Sincerely,

Carol Ng

Carol K. Ng
Monitoring Assistant

gmd

Enclosures

THE SCHOOL COMMITTEE OF THE CITY OF BOSTON

A

June 7, 1983

James Stanton, Executive Director
City Wide Parents Council
59 Temple Place
Boston, MA 02111

Dear Mr. Stanton:

This is to inform you that in accordance with Personnel Circular No. 67 (enclosed), there will be a Central Screening Committee for the Academic Administrative position of Program Director for Health and Physical Education.

Please select three (3) parents, one (1) black, one (1) white and one (1) other minority, to serve on this Screening Committee, per Federal Requirements.

Thank you very much for your cooperation in this regard. I will be in contact with you by telephone in the next few days concerning names, addresses and telephone numbers of your selections for this important task. As this will involve meetings during the early summer its important that I convey this to your selectees.

Sincerely yours,

Frank G. Power, Jr.

Frank G. Power, Jr.
Internal Advisor

FGP:B
Encl.

Boston Public Schools

PERSONNEL CIRCULAR

No. 67, 1982-1983
May 27, 1983

PROMOTIONAL RATINGS

PROGRAM DIRECTOR FOR HEALTH AND PHYSICAL EDUCATION

ATHLETIC DIRECTOR

To: Community Superintendents, Headmasters, Principals, and other Administrative Heads

HEADMASTERS, Principals, and other Administrative Heads are requested to keep on file a DATED CHECKLIST signed by all academic personnel under their jurisdiction as evidence that each has read this circular.

As part of the reorganization of the Division of Curriculum and Instruction approved by the School Committee, the position of Athletic Director posted in Personnel Circular #82, June 14, 1982 and #7, September 21, 1982, and not filled, has been redesigned. In addition, the position of Program Director for Health and Physical Education was created.

Therefore, two professional positions are available immediately:

PROGRAM DIRECTOR FOR HEALTH AND PHYSICAL EDUCATION

Description: Reports to the Manager for Instructional Services and responsible for directing curriculum for Health and Physical Education K-12, including monitoring implementation through frequent, regular on-site visits and department workshops; measuring objectives and standards, evaluating student achievement; advising on selecting texts and other materials; disseminating information; participating in selection and evaluation of teachers; advising on staffing levels; providing orientation and in-service training for teachers; in conjunction with Headmasters and Principals, evaluates Department Heads and programs for all schools.

Qualifications

Required: Education - Master's degree plus 30 graduate semester hours. Within the Master's or supplementary to it, 9 semester hours in administration/supervision

Certification - 1. Teacher Certificate Options:

a. Massachusetts Certificate #41 (Special Subject Teacher - Health and Physical Education) (old certificate)

Citywide Parents Council
59 Temple Place Boston, Mass. 02111 (617) 426-2450

June 14, 1983

Mr. Frank G. Power, Jr.
Internal Advisor
Boston Public Schools
26 Court Street
Boston, MA 02108

Dear Mr. Powers:

Thank you for contacting our office regarding the upcoming recommencement of the screening process for the position of Director of Physcial Education.

The names of 3 parents are as follows:

Linda Tate	Black
41 Michigan Ave.	436-0097
Dorchester, MA 02124	Cleveland, Dorchester High
Sonia Toledo	Hispanic
P.O. Box 1029	445-0061
Roxbury Crossing, MA	Garfield Elementary
Mary Jane Lavrakas	White
101 Robinwood Ave.	522-6221
Jamaica Plain, MA 02130	J.F. Kennedy Elementary

Please provide these parents with adequate meeting notification and information. Feel free to contact our office for further information.

Sincerely,

Jim Stanton
Executive Director

/jv

ATHLETIC DIRECTOR

Description: Reports to the Program Director for Health and Physical Education and responsible for developing, implementing, and evaluating intramural and inter-scholastic sports programs for 22 middle schools and 17 high schools. Duties include training and evaluating coaches; scheduling games; selecting game sites; coordinating players' transportation; purchasing uniforms and equipment; arranging for officials, doctors, and security and evaluating and improving extra-curricular sports programs, K-12.

QUALIFICATIONS

Required:
1. Bachelor's Degree
2. Minimum of 3 years supervising athletics at a secondary or college level
3. Coaching, administering and/or officiating in an athletic program involving multi-ethnic youth
4. Demonstrated ability in building talent, strong teams, parental and local community support, and pride in competitive play
5. Commitment to provide Equal Opportunity in varsity sports for both boys and girls.

Preferred:
1. Demonstrated ability to involve large numbers of students in athletics
2. Evidence of success in advocating athletic programs for youth by involvement in fund raising and related public relations with the media, and business and community leaders.

Terms: Managerial position, Class 7, 12 months; Salary $32,400 - $36,300 (consistent with Management Titles and Compensation Plan)

APPLICATION PROCEDURES:

1. Forward to the Recruitment and Evaluation Unit, 26 Court Street, Boston, MA 02108 (726-6600, Ext. 5649) immediately, or no later than June 14,1983, a letter of application and resume.
   a. State name, home address and telephone number, business address and telephone number.

B

Citywide Parents Council
59 Temple Place Boston, Mass. 02111 (617) 426-2450

June 21, 1983

Mr. Frank Power
Internal Advisor
Boston Public Schools
26 Court Street
Boston, MA 02108

Dear Mr Power:

I am writing to respond to your request for an individual to serve on the non-academic screening committee for the Fall Sports Program Coaching positons. Your request called for an individual (preferably a parent) with experience, through his/her child's participation, in school sports.

I am pleased to say that the person identified accomodates your request:

Lillian Overshown
60 Kendall Street
Boston, MA 02118

Please be in touch with me if I can be of further assistance to you.

Sincerely,

Jim Stanton
Executive Director

/jv

Citywide Parents Council
59 Temple Place Boston, Mass. 02111 (617)426-2450

DEPARTMENT OF FIELD SPECIALISTS

July 20, 1983

Dr. Robert S. Peterkin
Deputy Superintendent
School Operations
26 Court Street
Boston MA 02108

Dear Dr. Peterkin:

In response to your request for a parent to serve on the screening committee for positions related to the office of Planning and Engineering, I have been able to recruit a parent from the Tobin School in District One to work with your group.

The personal data you will need to get in touch with her is:

Name:	Pamela Goncalves
Address:	365 Massachusetts Avenue
City/State	Boston MA 02115
Contact:	work: 266-8604 home: 536-3099

Just a suggestion, Mrs. Goncalves works as you can see. In district 8, there was a need for a parent to get time off for a committee that was meeting in the daytime, so the Community Superintendent made contact with the irector of one of the parent participants place of work, and was able to get the parent release time, which did not affect the parent's vacation, sick or personal time. You may want to assist Mrs. Goncalves in this way.

THE SCHOOL COMMITTEE OF THE CITY OF BOSTON

BOSTON PUBLIC SCHOOLS
DEPARTMENT OF PERSONNEL AND LABOR RELATIONS
MANAGER
IDA WHITE

November 7, 1983

TO: Rosemarie V. Rosen, Deputy Superintendent/ Finance and Administration

FROM: Ida White, Manager

RE: Acting Appointments

Nik. These figures are inaccurate. Further analysis showed that 93 of positions were included which are not subject to the promotional rating process.
McCave
12/6/83

As of November 2, 1983, there are a total of 436 positions in the School Department that are filled on an acting basis. Acting positions are distributed by central division and bargaining unit as follows:

Division	BTU	BASAS	MGRL	TOTAL
Curriculum & Instruction	3	17	33	53
Finance & Administration	0	3	46	49
School Operations	62	187	30	279
Superintendent			53	53
School Committee			2	2
	65	207	164	436

Distributed by location:

	BTU	BASAS	MGRL	TOTAL
School	23	176	5	212
District	8		10	18
Central	34	31	149	214

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Superintendent Wood, the Court made explicit what had been implicit all along and expressly exempted, inter alia, five Senior Management Officer positions from the screening process. In 1982, the "Tregor Bill" attempted to strengthen the management of the school system by repealing the 1978 statute prescribing specific numbers and titles of senior school officers. It was thought that the Superintendent and School Committee, and not the City Council and Legislature, ought to determine which administrative configuration best suited the needs of the school system.

The 1979 amendment to the Administrator Desegregation Order exempted ten senior officer or "cabinet" positions: two deputy superintendents, five senior management officers and three managers. Since 1979, various senior officer positions have been abolished or converted to non-cabinet level positions. Superintendent Spillane presently has six "unrated" senior staff: the three deputy superintendents, the Director of Education and Employment, the Senior Officer for Implementation and, and arguably, the General Counsel. (As noted above, the Senior Officer for Equal Opportunity has been appointed pursuant to rating). The restoration of the senior officer in charge of special education as a cabinet-level, exempt position is well within the scope of the exemptions authorized by the Administrator Desegregation Order.

Very truly yours,

Michael J. Betcher

Michael J. Betcher
General Counsel

MJH/ctm

cc: School Committee Members
Superintendent

The Commonwealth of Massachusetts
Department of Education

1385 Hancock Street, Quincy, Massachusetts 02169

Nan

October 27, 1983

Rosemary Rosen, Deputy Superintendent
Boston Public Schools
26 Court Street
Boston, Massachusetts 02108

Dear Rosemary:

There has been some confusion about which positions are exempt from rating and screening. Could you please give us the title of those positions which the Boston Public Schools are now defining as exempt, and the names of the people who currently hold those positions?

We will need this information and the information which we requested in our previous letter (October 5, 1983) by November 7th. If, by any chance, you have the information ready by Wednesday November 2, 1983, please let Ida White know, as we will be meeting with her at 11 a.m.

Sincerely,

Jim

James H. Case
Associate Commissioner

Nan

Nan D. Stein
Civil Rights Specialist
Chapter 622 Project

Enclosures

Ro - Received your letter
of Oct. 24th today. Many
thanks. Any chance of
receiving the updated -
list sooner.
Jim

THE SCHOOL COMMITTEE OF THE CITY OF BOSTON

BOSTON PUBLIC SCHOOLS
OFFICE OF THE DEPUTY SUPERINTENDENT
FINANCE AND ADMINISTRATION
ROSEMARIE V. ROSEN

October 24, 1983

Mr James H. Case
Associate Commissioner
Massachusetts Department of Education
1385 Hancock Street
Quincy, MA 02169

Dear Jim:

This is to bring you up-to-date on our rating and screening activities.

Enclosed is the listing of acting positions and my memorandum to the other Deputies of July 1983. Summer activities of preparing for the opening of schools - teacher assignment pools - and training sessions for principals and headmasters - intervened before we went any further in the preparation of our schedule. Also, the enclosed listing was difficult for the Deputies to use since it was not clearly organized by location of position and it includes some of the positions in the high school administrative structure which cannot be rated until we continue negotiations with the appropriate union.

We are preparing an updated list organized by major department area. This list will be reviewed by the Deputies for recommendation on scheduling. In compiling a schedule, we will give priority to positions filled the longest on an acting basis and those which, lacking permanent appointments, are creating the most serious service problems.

I expect to have the schedule set by the end of November and will keep you posted.

Sincerely,

Ro Rosen

Rosemarie V. Rosen
Deputy Superintendent
Finance and Administration

em
enclosures

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THE SCHOOL COMMITTEE OF THE CITY OF BOSTON

BOSTON PUBLIC SCHOOLS
OFFICE OF THE GENERAL COUNSEL

MEMORANDUM

MICHAEL J. BETCHER
General Counsel

MARY JO HOLLENDER
Associate General Counsel

TO: Sandy Tennant
Executive Assistant

FROM: Michael J. Betcher MJB
General Counsel

DATE: November 14, 1983

RE: Exempt Positions

As explained more fully in my October 6, 1983 letter to Evalena Higginbottom, copy attached, Judge Garrity has exempted ten senior positions from screening and rating as follows: two deputy susperintendents, five senior management officers, and three managers. There are presently seven senior officers in exempt positions: Rosen, Peterkin, Lancaster, Coakley, Caradonio, Betcher, Caldwell. In responding to the State, I suggest that we reserve the right for the Superintendent to add exempt positions to his "cabinet" if he should so choose, at least up to the level of ten senior exempt positions already approved by the court.

MJB/ctm
Enclosure

cc: Rosemarie V. Rosen

In addition to the above, administrative staff in the immediate offices of the Supt, deputies and senior officers is also exempted as per order of 2/24/76 amended by order of 2/16/79. RVR

Citywide Parents Council
59 Temple Place Boston, Mass. 02111 (617)426-2450

November 17, 1983

Rosemarie V. Rosen
Deputy Superintendent of
Finance and Administration
26 Court Street
Boston, MA 02108

Dear Ms. Rosen:

I am writing to each of the Deputy Superintendent's regarding the issue of Community and Central Screening Committees in the hope of refining procedures that will be both consistent with the applicable Court Orders and likely to increase effective parent participation on these committees. I believe this is a goal we both seek to attain.

The Community and Central Screening Committees' section of the November 8, 1982 Agreement between the CPC and School Committee has been voided by the Court in favor of the original order largely because of the inability of the two parties to resolve the issue of parent/staff representation. However, I feel that there was no disagreement on the first three points in the above mentioned section of the November 8th agreement and, therefore, I would like to suggest following these points in order to lead to more effective parent participation on these committees. I have listed these points below:

1. The School Department shall give the Citywide Parents Council and, where appropriate, the School Parent Councils three (3) weeks advance notice, in writing, of its intention to set up Central and Community Screening Committees. The CPC will provide to the School Department, one (1) week prior to the start of a screening committee, the names of parents who will serve on that screening committee. If the CPC is unable to provide parent representatives, the screening process shall proceed on schedule.

2. The initial meeting of any screening committee must be at the convenience of all members. The dates, times, and places of subsequent meetings shall be determined by a consensus of committee members.

3. Members of each committee must be provided with a job description for the position, procedures followed in recruiting and advertising for candidates, a listing of all the candidates who applied, and a clear, concise statement of committee procedures and responsibilities.

A multi-cultural parents organization monitoring quality, desegregated education

The first point will give us a realistic time frame for recruiting parents. The second point will give parents a sense that their participation is valued and desired. The third point gives parents the baseline information necessary for participation.

The CPC is making efforts to strengthen parent participation including working with Massachusetts Advocacy Center to develop a brief, but useful, one-session training program for parents who are chosen to serve on a screening committee but have no prior experience. We hope to have this in place just after the first of the year.

Carol Ng, of our staff will be coordinating this training as well as setting up a file of parents who indicate a willingness to serve on screening committees. So, all future correspondence on screening committees should be addressed to her.

There are two additional steps I hope the school department will consider implementing to strengthen parent participation.

1. Providing transportation and babysitiing allowances for parents who would not otherwise be able to attend all committee meetings. (Both the CPC and a number of SPCs have found this to be essential for maintaining the active involvement of some parents).

2. Once a committee completes its work it would reinforce parents' sense of accomplishment if the School Department could notify each parent of the decision made by the Superintendent and School Committee.

Finally, I would like to ask if it would be possible for your office to provide us with a quarterly calender of proposed screening committee start ups and the position to be screening, as this would greatly facilitate our efforts to effectively involve parents in the screening committee.

Thank you in advance for your thoughtful attention to these requests.

Sincerely,

Jim Stanton

Jim Stanton
Executive Director

/jv

xc: Dr. James Case
Nan Stein

CITY OF BOSTON

Proceedings of School Committee

June 22, 1983.

A meeting of the School Committee of the City of Boston was held in the Administration Building, 26 Court Street, Boston between the hours of 1:30 p.m. and 4:30 p.m.

PRESENT: Mrs. McGuire, Mr. O'Bryant, Mrs. Walsh-Tomasini, Mrs. Sullivan McKeigur, Mr. McCluskey.

Mr. McCluskey presided.

—

EXECUTIVE SESSION

ORDERED, That the Committee go into executive session for the purpose of discussing contract negotiations, the Committee to return as soon as possible.

On roll call the order was approved by the following vote:

YEAS — Mrs. Sullivan McKeigue, Mrs. Walsh-Tomasini, and Mrs. McCluskey — 3.

NAYS — 0.

ABSENT — Mrs. McGuire and Mr. O'Bryant — 2.

—

APPOINTMENTS

The Superintendent presented the following nominations for vacant category two high school positions.

7 BRIGHTON HIGH SCHOOL:
Department Head (Acting):
- Dominic Bruno (W), Careet Preparation.
- James O'Connor (W), Bilingual.
- Joyce Campbell (W), Language Arts.
- William Quinn (W), Humanities.
- John X. Doherty (W), Technology.
- Doris Phillips (W), Business.
- Ruth Connaughton (W), Special Education.

Development Officer (Acting):
- Carol Scott (B).

Registrar (Acting):
- John W. Henry (W).

Guidance:
- Gloria Pope (B), Acting.
- Isabel Nicks (B), Permanent.

5 JAMAICA PLAIN HIGH SCHOOL:
Department Head (Acting):
- Gerald Howland (W), Technology.
- Virginia Kemp (B), Career Preparation.
- Aileen Rice (W), Language Arts.
- Placida Galdi (W), Humanities.
- Paul Howe (W), Special Education.

Registrar (Acting):
- Kathleen Bartlett (W).

Guidance:
- Dolores Perenyi (B), Permanent.
- Elaine Gelinas (W), Permanent.
- Luz Osario Burns (H), Permanent/Bilingual.

Development Officer (Acting): ————

WEST ROXBURY HIGH SCHOOL:
Assistant Headmaster Admin. (Acting):
- Roger Harris (B).
- David Glenn (W).

7 Department Head (Acting):
- Edmund Sprissler (W), Career Preparation.
- Edward Holland (W), Special Education.
- Derrick Sudeall (B), Mathematics.
- Robert Feeney (W), English.
- Daniel Foley (W), Business.
- Ruth Morgan (W), Science.
- John Golner (W), Social Studies.

Development Officer (Acting):
- Alfred Lennon (W).

Registrar (Acting):
- Alicia Barrasso (W).

HYDE PARK HIGH SCHOOL:
Assistant Headmaster Admin. (Acting):
- (B).

5 Department Head (Acting):
- Robert McNutt (W), Career Preparation.
- Special Education.
- Michael Roberts (B), Humanities.
- Phillip Capernaros (W), Business.
- (B), Language Arts.
- James Mullan (W), Technology.

Development Officer (Acting):
- John Shea (W).

Registrar (Acting):
- Gary Lewis (W).

BURKE HIGH SCHOOL:
Assistant Headmaster Admin. (Acting):
- Rosalind Brown (B).
- William Heath (B).

Guidance:
- Lorraine Mazzola (W), Permanent.
- (B), Permanent.

3 Department Head (Acting):
- Kathleen Flannery (W), Special Education.
- Mary Haley (W), Language Arts.
- (W), Technology.
- Helen Varasso (W), Career Preparation.
- (B), Humanities.

Development Officer (Acting):
- Ann Foley Tierney (W).

Registrar (Acting):
- Phyllis Cook (W).

6 DORCHESTER HIGH SCHOOL:
Department Head (Acting):
Mariano Communale (W), Career Preparation.
Charles Flaherty (W), Special Education.
Joseph Casey (W), Language Arts.
Joseph LaCroix (W), Math/Technology.
Christina Capernaros (W), Science.
Rosemary Sport (B), Humanities.
✓ Development Officer (Acting):
William Fitzgerald (W).
✓ Registrat (Acting):
Joseph Scarbo (W).

SOUTH BOSTON HIGH SCHOOL:
Assistant Headmaster Admin. (Acting):

7 Department Head (Acting):
Isabel Mendez (H), Bilingual.
Thomas Pillari (W), Career Preparation.
James Poor (W), Humanities.
Audrey Leung-Tat (B), Language Arts.
Thomas Leydon (W), Math/Technology.
Paul W. Grueter (W), Science.
Charles Martindale (W), Special Education.

CHARLESTOWN HIGH SCHOOL:
Guidance:
Name (B), Acting.
David Sheehan (W), Permanent.
5 Department Head (Acting):
Wendy Lee (O), Bilingual.
Leo Raftery (W), Special Education.
John Morris (W), Language Arts/Humanities.
Willie Williams (B), Technology.
Warren Toland (W), Career Education.
✓ Development Officer (Acting):
Ralph Berkowitz (W).
✓ Registrar (Acting):
John Green (W).

EAST BOSTON HIGH SCHOOL:
6 Assistant Headmaster Admin. (Acting):
Department Head (Acting):
Max Corbett (W), Career Preparation.
Elaine Halkopoulos (W), Language Arts.
Anthony Loro (W), Humanities.
Ann Fisher (B), Business.
Paul Natola (W), Technology.
Rocco Jesso (W), Special Education.
✓ Development Officer (Acting):
William Kearns (W).
✓ Registrar (Acting):
Raymond Gerrior (W).
Admin. Assistant:
Michale Rubin (B).

LATIN ACADEMY:
Assistant Headmaster Admin. (Acting):
(B).
6 Department Head (Acting):
William Sullivan (W), Classics.
Frederick C. Spracklin (W), English.
Thomas Lavin (W), Humanities.
Krishna Rajangam (B), Mathematics.
Eraldo DeSantis (W), Foreign Language.
Sandra Driggens (W), Science.
✓ Development Officer (Acting):
Mary Thomsen (W).
Registrar:
✓ Richard Bailey (W).

BOSTON LATIN SCHOOL:
Assistant Headmaster Admin. (Acting):
Steven Leonard (B).
Guidance:
Janet Owens (B), Acting.
Department Head:
William Durante (W), Mathematics.
Maureen White (W), English.
Joseph Desmond (W), Classics.
Joseph Connolly (W), Physics.
Joseph Walsh (W), Chemistry.
Peggy Kemp (B), History.
James Donovan (W), German.
Helen Cummings (W), French
Paul Costello (W), Physical Education.
Jerry Boisen (W), Music.
✓ Develoment Officer (Acting):
Jacqueline Tibbetts (Amer. Ind.).
BOSTON BUSINESS SCHOOL:
Department Head (Acting)
Mildred Sanders (B), Business.

BOSTON TECHNICAL HIGH SCHOOL:
Guidance:
Yolanda Allison (B), Permanent.
5 Department Head (Acting):
Peter Walsh (W), Social Studies.
Sonya Lercy (H), Language Arts.
James O'Day (W), Career Preoaration.
Richard Brown (B), Mathematics.
Kenneth Cray (W), Science.
Development Officer (Acting):
Jane MacDonald (W).
✓ Registrar (Acting):
James S. Halligan (W).
3 COPLEY HIGH SCHOOL:
Guidance:
Margaret Zenger (W), Permanent.
Department Head (Acting):
Maureen Tisei (W), Language Arts
Paul Foley (W), Technology.
Mildred Fryer (B), Humanities.

ENGLISH HIGH SCHOOL:
Guidance:
Joan Dazzi (W), Permanent.
6 Department Head (Acting):
Bilingual.
Betty Bowker (W), Art.
Antoinio Gizzi (W), Career Preparation.
John Yurewicz (W), Lanuage Arts.
Joseph Sheppeck (W), Mathematics.
Doris Jones (B), Science.
Louis Liggerio (W), Social Studies.
Development Officer (Acting):
(B).
Registrar (Acting):
William Brown (W).
MADISON PARK HIGH SCHOOL:
Administrative Assistant:
Guidance:
Roberta O'Leary (W), Permanent.
Thomas Gilarde (W), Permanent.
Manuel Gonsalves (B), Permanent/Bilingual.
9 Department Head:
Joan Taylor (W), Bilingual.
Jane Sullivan (W), Special Education.
Ronald Gwiazda (W), Language Arts.
Patricia Tremblay (W), Mathematics.
Eufrazia Hamadeh (W), Science.
Will Wyatt (B), Humanities.
Allen Butters (W), Career Preoaration.
James Thornton (W), Physical Education.
Robert Winfrey (B), Performing Arts.
Development Officer (Acting):
Jill Byerly (W).
Registrar (Acting):
Ronald Tremblay (W).

UMANA HIGH SCHOOL:
Assistant Headmaster (Acting):
Frederick Johnson (B).
5 Department Head (Acting):
Nicholas Rubino (W), Mathematics.
Dwight Barnett (B), Humanities.
Mary Canty (W), English.
Frank Santosuosso (W), Science.
Jacqueline Hill (B), Special Education.
Registrar (Acting):
Diane Vraux (W).

TERMS AND CONDITIONS OF EMPLOYMENT FOR ACTING DEPARTMENT HEADS, SCHOOL REGISTRARS, AND SCHOOL DEVELOPMENT OFFICERS

The following terms of employment are subject to discussion with appropriate collective bargaining groups:
Effective Date of Employment - July 1, 1983.

Salary:
Department Head
1st year, $31,500 in 24 payments
School Registrar
1st year, $29,000 in 24 payments
School Development Officer
1st year, $29,000 in 24 payments
Work Year:
Eleven months, including the regular school year, plus three weeks before the opening of school and one additional week of work during July or August. Work may be required during some school vacations between September and June.

Hours:
The school day plus whatever other time is required to accomplish necessary tasks including afternoon and evening meetings with staff and parents.
Sick Leave:
15 days per year.

On roll call the nominations were approved by the following vote:
YEAS—Mrs. McGuire, Mr. O'Bryant, Mrs. Sullivan McKeigue, Mr. McCluskey—4.
NAYS—Mrs. Walsh-Tomasini—1.

—

ARA TRANSPORTATION, INC. CONTRACT

Ordered, That on recommendation of the Superintendent the proposal and contract for furnishing school transportation services for the City of Boston for the period July 15, 1983, through August 31, 1985, with optional renewals of September 1, 1985, through August 31, 1986, and September 1, 1986, through August 31, 1987, in the amount of $53,378,000 for the four-year period be awarded to ARA Transporatation, Inc.

On roll call the order was approved by the following vote:
YEAS—Mrs. McGuire, Mr. O'Bryant, Mrs. Sullivan McKeigue, Mrs. Walsh-Tomasini, and Mr. McCluskey—5.
NAY—0.

—

TRANSCOM, INC. CONTRACT

Ordered, That on recommendation of the Superintendent the proposal and contract for furnishing Out-Of-City Special Needs Transportation Services for the Boston Public

Schools for the period September 1, 1983, through August 31, 1985, with optional renewals of September 1, 1985, through August 31, 1986, and September 1, 1986, through August 31, 1987, in the amount of $6,400,000 for the four-year period be awarded to Transcom, Inc.

On roll call the order was approved by the following vote:

YEAS—Mrs. McGuire, Mr. O'Bryant, Mrs. Sullivan McKeigue, Mrs. Walsh-Tomasini, and Mr. McCluskey—5.

NAYS—0.

TEXTBOOKS

The Superintendent submitted for review and consideration by the School Committee, a list of reading materials for secondary schools in District 3. These materials have been reviewed and approved by Deputy Superintendent Oliver Lancaster.

Laid over.

—

The meeting adjourned.

Attest.

EDWARD J. WINTER,
Secretary.

Division of Occupational Education
The Commonwealth of Massachusetts
Department of Education

1385 Hancock Street, Quincy, Massachusetts 02169

M E M O R A N D U M

TO: James Case

FROM: David F. Cronin DFC

SUBJECT: Staffing Problems at HHORC

DATE: November 10, 1983

The Division has reviewed the HHORC faculty register for school year ending June 30, 1984. There are two instructors who have yet to apply but for whom the Superintendent has requested temporary conditional approval. Assistant Headmaster, Thomas Giacchetto has assured Gene Curran that they are obtaining documentation. The two individuals are Cesar Coloma, electronics and Frederick Lee, auto mechanics. It is anticipated that their processing will be completed within two weeks.

/mjc
cc: Elaine Cadigan
Naisuon Chu

Special Desegregation Measures

MASSACHUSETTS DEPARTMENT OF EDUCATION
BUREAU OF EQUAL EDUCATIONAL OPPORTUNITY

Analysis of Fall 1983 Enrollments: Overview of Special Desegregation Monitoring

The Court has designated certain schools for "special desegregation measures":

Order	Schools	Comments
May 3rd 1976	Ellis	
	Lee	
	Bradford	now closed
	Hale	now a magnet school
May 6th 1977	R.G.Shaw Middle	
	Thompson Middle	
	P.A.Shaw	
	Emerson	
	Tuckerman	now closed
	Guild	a magnet school
	Hennigan	a magnet school
	McKay	a magnet school
	East Boston High	create a "business education magnet"
March 21st 1978	Boston Latin School	"support" for minority students
	Boston Latin Academy	same
	Boston Technical High	same
November 1981	Burke High	not issued - voluntary compliance
	Dorchester High	same
May 1982	Tobin	became K-8

Five monitoring issues are covered in separate "essays" in this section of the Report:

(A) Eight "special desegregation" schools

(B) Tobin K-8 School

(C) Burke and Dorchester High Schools

(D) East Boston Business Education Magnet

(E) Support Services at Examination Schools

Note that four schools listed above (Hale, Guild, Hennigan, and McKay) are discussed at length in the section on magnet elementary schools, under "Student Assignments". Note also that aspects of the Burke and Dochester High Schools are discussed under both (A) and (C).

MONITORING OBJECTIVES

(A) "Special Desegregation Schools" page 155

What have been the effects upon compliance with enrollment requirements of the designation of certain schools for "special desegregation measures"? Have these schools been assisted in developing distinctive and attractive program emphases? In recruiting students actively from their assigned geocodes? In increasing their white enrollment in other ways? To what extent does each operate under an articulated strategy to become a stably desegregated school?

(B) The Tobin K-8 School page 183

What has been the impact of the K-8 structure upon the enrollment - and thus the extent of compliance - of this school? How do Fall 1983 enrollments compare with Spring 1983 assignments? Is there evidence of a negative impact upon the District I middle schools?

(C) Burke and Dorchester High Schools page 190

How far advanced are the facility and program development aspects of the commitment made to these schools in November 1981? Note that a discussion of the enrollment of the two schools is included under (A).

(D) East Boston Business Magnet Program page 202

Have the issues raised in the Spring Report - program quality and distinctiveness, relation with the host high school, assignment and transfer policies - been addressed? Is the program meeting its intended purpose?

(E) Support Services at the Examination Schools page 213

What are the causes of the disproportionate attrition of Black and Hispanic students admitted to the exam schools? How effective is the preparation offered by Advanced Work/Academically Talented programs? How effective are support services provided at the exam schools? How could the retention and success rate be improved?

NEXT STAGE OF MONITORING

For the Ellis, Lee, P.A.Shaw, Emerson, Tobin, R.G.Shaw, Thompson, Burke and Dorchester, the next stage of special desegregation monitoring will review the recruitment efforts made to increase the number of white applications and to reach white parents whose children are geocoded to these schools. What encouragement do the administrators and other staff of the schools designated for special desegregation measures receive to make such efforts, and what recources are made available to them? What decisions are made with respect to programs which will be housed in these schools and assignment of students for 1984-85?

For the Burke, Dorchester, and East Boston high schools, the next stage of monitoring will ask whether program development has made it possible to meet the needs and expectations of students who have been attracted on the basis of a program description.

For the three examination schools, the next stage of monitoring will follow up on several lines sketched out in the present report: preparation of students for the demanding academic atmosphere of these schools, identification of students who need extra support, provision of academic and counselling services, including support for students whose first language is not English.

MASSACHUSETTS DEPARTMENT OF EDUCATION
BUREAU OF EQUAL EDUCATIONAL OPPORTUNITY

Analysis of Fall 1983 Enrollments: Special Desegregation Schools

Certain schools have been identified by the Court from time to time as subject to special desegregation requirements. We have prepared reports on East Boston High School and on Burke and Dorchester High Schools, and on measures taken at the three examination schools to provide support services to encourage and assist Black and Hispanic. Requirements for the bilingual program at Charlestown High School are being reviewed as part of the monitoring of bilingual programs in general. The Guild, Hennigan, Hale and McKay schools are discussed in the report on magnet elementary schools.

The "special desegregation" schools not identified above aree the Ellis, Pauline Agassiz Shaw, Lee, and Emerson elementary schools and the Robert Gould Shaw and Thompson middle schools. These six schools are discussed in the present report, together with an enrollment analysis of Burke and Dorchester High Schools, whose program and facility development are discussed in the separate report mentioned above.

The discussion of these schools will follow this outline:

- the enrollment history of each school with respect to the permitted ranges of enrollment established by the Court, and in comparison with other Boston schools;
- the demonstrated ability of each school to attract white students, in comparison with other Boston schools (note that, for several "special desegregation" schools - Guild, McKay, Boston Latin, Latin Academy - discussed elsewhere, the challenge is to attract and retain minority students);
- the impact of the assignments approved last Spring, with special attention to the proportion of assigned white students who are actually enrolled as of November 1983;
- the "recruitment" measures undertaken by each school to assure that assigned students will actually enroll; and

- any program considerations (other than at Burke and Dorchester) which seem relevant to achieving the Court's objectives for these schools.

Applicable Orders

On May 3rd 1976 the Court ordered the defendants to "formulate and implement forthwith special measures for the effective desegregation of four elementary schools which are currently identifiably black schools . .". The schools were the Ellis, the Lee, the Bradford (since closed), and the Hale (now a magnet school).

On May 6th 1977 the Court ordered the Department of Implementation to "formulate and implement special measures, including, where appropriate, modifications in geocode units and assignments of K1 and K2 students, for the effective desegregation of the schools listed below"; the schools were the Shaw Middle, the Thompson Middle, the Shaw Elementary, the Emerson, and the Tuckerman (since closed).

Enrollment of White Students

	1978-1983 Change	% of 1978 White Enrollment
System (1-12)	-7527	-35%
Emerson	0	0%
P.A.Shaw	-8	-14%
Ellis	-7	-17%
Lee	-23	-25%
Dorchester High	-79	-38%
Burke High	-77	-47%
Shaw Middle	-75	-56%
Thompson Middle	-84	-60%

Discussion of Individual Schools

PAULINE AGASSIZ SHAW

Enrollment in grades 1-5 in April 1983 was

	number	percent	permitted
Black	127	69%	54%-90%
White	50	27%	18%-30%
Other Min	6	4%	3%-5%

The school was therefore in compliance in all three racial/ethnic categories.

Enrollment in grades 1-5 for November 1983 is

	number	percent	permitted
Black	119	70%	55%-91%
White	48	28%	16%-28%
Other Min	3	2%	4%-6%

The other minority enrollment is too low, but the Court has relaxed the enrollment requirements in those districts with few other minority students. White enrollment is at the upper end of the permitted range, a significant accomplishment for a school located, as the P.A.Shaw is, within blocks of the corner of Blue Hill Avenue and Morton Streets, notorious for racial tensions. The Shaw must, in fact, be considered a remarkable success for desegregation.

The Shaw was below the permitted range for white students in 1975, 1976, and 1977, and again in 1981; Black enrollment percent was above the permitted range in 1975 and 1976. The median Boston school has been out of compliance with these two ranges four times over the past nine years, and 24 schools have been out of compliance between 10 and 17 times; the Shaw's record of six times, largely in the earlier years, compares very favorably.

The last Monitoring Report pointed out that white students were over-assigned to the Shaw, so that the school was projected to be substantially above the permitted range for white enrollment, and I observed that this was only realistic, since many white students attending kindergarten in 1982-83 in Hyde Park elementary schools would undoubtedly go on the parochial schools for first grade, as indeed has been the case since long before desegregation. There was in fact a "shrinkage" of 24 white students, or 33% of those assigned. Is this a high rate under the circumstances? The Chittick school, located in Hyde Park and thus nearer to the white residential portion of the same district, but in a racially-changing area, experienced a 69% "shrinkage" from assigned to enrolled white students; the Hemenway, located in the white section of Hyde Park but enrolling many Black students from the vicinity of the Shaw, lost 37% of its assigned white students.

A closer look at the assignments and enrollments shows that 31 white students were assigned to first grade at the Shaw (including, presumably, the two who were in its kindergarten last year), and that eleven white students are in the first grade, making it 30% white or above the permitted range. It is apparently necessary to assign 3 white students to assure that one will attend. This is not necessarily an excessive rate, given the traditional strength of non-public schools in Hyde Park, where the four schools reporting enroll some 900 students in grades 1-8.

In the upper grades, the Shaw seems to do quite well at retaining its students.

	2	3	4	5
in previous grade at Shaw 82-3	11	12	12	5
assigned for Fall 1983	11	12	12	6
enrolled Fall 1983	9	10	12	6
"shrinkage" from assigned	-2	-2	0	0
percent "shrinkage"	18%	17%	0%	0%

Note that a certain amount of "shrinkage" occurs with no relation to desegregation or to racial issues; two students in a grade could easily move or be withdrawn for other reasons having little to do with the perceived quality of the school.

Principal John Bradley was asked about his efforts to assure that assigned students actually attend. He reported that it is his practice to send letters to new parents, and also to phone as many of them as possible to invite them to visit the school. Other Hyde Park parents, he said, also phone, and he placed great importance on direct communication among parents. The concern expressed most frequently, he said, was with the safety of white students attending the Shaw, on the way to school and in school; he felt that the good safety record and the currently excellent transportation service were important factors in reassuring white parents. It is also his practice to telephone or have his teachers telephone, by 10 AM, to the parents of any child missing that day, to assure that the parent was aware of the child's absence. Concerns about the neighborhood were, he admitted, a real difficulty to be overcome, but he felt that many parents sent their children to non-public schools in Hyde Park or Milton for traditional reasons. Others, he conceded, were unlikely to agree to send their children to the Shaw under any circumstances.

The Shaw offers no special program attractions, nor does it seem to need any. Mr. Bradley spoke of his stable and experienced staff, some of whom have been with him and with the school since the start of desegregation and longer, of their willingness to make extra efforts to reach out to parents, and of the good custodial care of the building. The school has neither an extended day kindergarten nor an advanced work class, nor does it receive special benefits under Chapter 636 or other programs. Several microcomputers are now in place for instructional purposes, as in other schools, and planning for their use seemed ahead of some other schools visited, though behind at least one other. The bilingual kindergarten program, for Haitian children, actually results in the assignment of more Black students to the school, without bringing it out of compliance.

The visitor to the Shaw is struck by how welcoming the hallways are, with a variety of messages and decorations designed to create a positive atmosphere. Mr. Bradley, though unhappy about the lack of a full-time clerk, was using the constant interruptions by telephone as an opportunity for positive contact with parents - and for lobbying with School Department callers for his school's needs.

He recently received a letter from one white parent, expressing appreciation that her concerns had been allayed, and that her children were having a positive experience at the Shaw. "My children, all three of them at the Shaw School, race out of doors in the morning to get to their busses. In short, they are enjoying school very much - they actually come bursting through the door in mid-afternoon laughing, chattering about their day and showing me graded school work. Whatever you and your staff are doing over there, by all means continue - it works!".

The 1982-83 Annual Report for the school confirms the impression of vigorous educational leadership and outreach to parents. Among the attachments are a number of circulars to teachers on matters of instructional strategy, techniques for relating individually to students, and expectations on the handling of attendance and discipline problems. I found these concrete and helpful, especially the ones posing open-ended questions for teacher self-evaluation of, for example, a reading lesson. The school "philosophy" calls for flexible grouping practices and independent work habits, and Mr. Bradley has translated these global objectives into specific expectations for teachers; the inspirational mottoes and posters around the school are backed up with classroom practices.

A new (and mysterious) poster had made its appearance the day of the monitoring visit; it said, "Shaw is 5". The principal was counting on curious students to ask him what it meant: that education goes on five days a week at the Shaw, and students need to be there every day. One of the expectations placed upon teachers is that they will report all absent students by 9 each morning for the principal's daily telephone check with their parents; an attempt is also made to involve active parents in telephoning to other parents. When health or other problems lead to chronic absenteeism, the parents are informed of community and school services available to help them. "Principal and teacher visits to homes" is one of the school's objectives, and is stated as an expectation in one communication to teachers, together with the suggestion that parents be called to congratulate children on good attendance.

In visits to "special desegregation" schools inquiry was always made about written as well as oral communication with the parents of newly-assigned students in the crucial weeks after they receive an assignment and while they may be considering whether to withdraw their children from the public schools. The letter sent by the Shaw, while by no means unique, is a good example of the provision of reassuring information. Basic facts about the location, organization, hours, and programs of the school are provided in a two-page letter, together with a statement of the school's philosophy of developing a positive self-image "in all our children" through giving each opportunities for success and creativity. All of the materials used, the letter says, are "both multi-level and multi-cultural in content and are in full compliance with Chapter 622" (the reference must be mysterious to almost every parent; it should be restated in terms of avoiding stereotypes of race, religion, sex or national origin, and showing the contributions which various groups have made and are making to American life). "Given such exciting programs, experienced, motivated, caring teachers and administration, cooperating parents, happy and relaxed children, is it any wonder that we feel that the Shaw School is an 'Opportunity School'?" the letter asks.

There is nothing "glamorous" about this small, rather traditional school, but many parents would find it extremely attractive.

LEE

It was around the Lee School, in 1971, that a serious confrontation arose between the Board of Education and the School Committee over the latter's failure to follow through on the agreements under which the school had been built. John Coakley developed the new, desegregated district for the school which the School Committee would not implement fully, and the Board found the

Committee in violation of the Fourteenth Amendment because of the de jure segregation of the Lee School which resulted. Out of this incident grew the decision, by Black Plaintiffs, to institute the Morgan case. For the first seven years of desegregation under the Federal Court Plan, the Lee was consistently out of compliance with the permitted ranges for Black, white, and other minority students each year. Small wonder, then, that the Lee has remained on the list of schools for special attention.

Last year's (April 1983) enrollment in grades 1-5 was:

	number	percent	permitted
Black	213	67%	46%-78%
White	75	24%	22%-38%
Other Min	28	9%	6%-10%

The school was then in compliance.

Projected enrollment for September 1983 was:

	number	percent	permitted
Black	197	58%	46%-78%
White	111	33%	22%-36%
Other Min	29	9%	7%-11%

It was reasonable to expect a drop-off in white enrollment, since 62 white students were projected for first grade in comparison with 49 for grades 2-5. If the drop-off were drastic, observed the Spring report, reducing the entering class to ten white students (equivalent to the projected second grade), the school would be 21% white in September, or slightly below the permitted range. Clearly, then, it would be important to make every effort to retain as many as possible of the assigned white students.

The actual first grade enrollment, on November 3rd, was 19 white first graders, or 31% of those assigned in May. Overall enrollment (grades 1-5) was:

	number	percent	permitted
Black	201	69%	46% - 78%
White	69	24%	22% - 36%

Other	22	8%	7% - 11%

with 17 of the white students (and 48 minority students) in the Advanced Work Class.

The Lee was below the permitted range for white enrollment for the first seven years of desegregation, but has been in compliance now for two years. Similarly, the Black enrollment was over the permitted range for seven years, and has been in compliance for two. Like the P.A.Shaw, the Lee is a desegregation success story.

Contacts with parents of newly-assigned students seem less formalized at the Lee than at the Shaw, but Principal Frances Kelley stressed, as did John Bradley, the importance of parent-to-parent contacts. She attributed the Lee's ability to attract white students from West Roxbury to the Extended Day Kindergarten (though regretting restrictions on those students continuing on to first grade unless so geocoded), to a Chapter 636-funded program for academically-talented students in grades 1-3, and to the advanced work classes for grades 4 and 5, as well as to the school's emphasis upon the performing arts.

It is instructive to compare the grade profile of the Shaw and Lee schools as of May 1983 (see below; each asterisk represents one white student).

```
P.A.Shaw     K        **
             1        ***********
             2        ************
             3        ************
             4        *****
             5        **********

Lee          K        ***************
             1        ***********
             2        ********
             3        **********
             4        *****************
             5        *****************************
```

The Lee shows a strong white enrollment in kindergarten (the Extended Day Program), dropping off considerably by the second grade, and then strong again in the fourth and fifth grades (Advanced Work Classes); clearly these special programs play a major part in its desegregation. The Shaw, by contrast, has few white students in kindergarten, then maintains a very even profile until the fourth grade, when presumably students transfer to the Taylor for the district Advanced Work Class. Special programs are not a factor in desegregation of the Shaw.

The 1982-83 Annual Report of the Lee School stresses the rich resources offered by the school, but also the problems created by the on-going threat of staff lay-offs (apparently not a problem at the Shaw, with its veteran staff). A variety of performing arts activities took place during the year, on a scale which would not be possible in a smaller school. In the view of the parent council, the special programs were the primary mode of attracting "students from the white neighborhoods assigned to the Lee School."

ELLIS

The April 1983 enrollment of the Ellis, grades 1-5, was:

	number	percent	permitted
Black	162	46%	33%-55%
White	40	11%	17%-29%
Other Min	154	43%	25%-41%

The high other minority enrollment was the result of the presence of a large bilingual program, amounting to 120 Hispanic students; this is permitted by the Court. The white enrollment, on the other hand, was clearly below the permitted range, despite the presence of an Advanced Work Class which increased white numbers in the 4th and 5th grades:

Grade	Number White Students
K	0
1	4
2	4
3	5
4	13

5 14

The projected enrollment for September 1983 was:

	number	percent	permitted
Black	161	45%	32%-54%
White	71	20%	16%-26%
Other Min	128	36%	27%-45%

The significant increase in white enrollment - into compliance - was the result of assignment of forty white students to the incoming first grade. The Spring Report to the Court observed that "white students are clearly available, since each of these is presumably in a kindergarten run by the public schools, but it is to be feared that the 1983-84 first grade will be nearer to the 4 white students of 1982-83 than to the projected 40!" - unfortunately, this prediction proved accurate, and there were only seven white students in first grade as of November 3rd, or 18% of the number assigned; total white enrollment is lower than it was last Spring.

The November 3rd enrollment (grades 1-5) was:

	number	percent	permitted
Black	167	50%	32%- 54%
White	35	11%	16% - 26%
Other	131	39%	27% - 45%

with 10 of the white students (and 48 minority students) in the Advanced Work Class.

The Ellis has been below the permitted range for white students for nine years straight; it is interesting to note, however, that that it was over the permitted range for Black students for the first three years of desegregation, but has now been in compliance for Black students for six years straight.

The principal, Florence Hadley, did not hesitate to point out shortcomings in the school's ability to function as an attractive educational setting. She started the 1982-83 school year new to the Ellis, and with fifteen (!) teachers new to the building, some of them teaching at levels inappropriate to their previous experience and with insufficient orientation and support. Secretarial support was entirely inadequate (the one complaint expressed spontaneously by each of the elementary special desegregation school principals). As she put it in her annual report, "there was a great deal of confusion during the first part of the year," though conditions improved over the course of the year.

Ms. Hadley was aware of the school's "special desegregation" status in only the most general terms, and not of any specific implications for her operational goals (unlike Mr. Bradley of the Shaw and Ms. Kelley of the Lee, who were principals of those schools when they were so designated by the Court). In her annual report and in conversation she expressed doubt that much could be done in the way of increasing support by white parents without a resolution of security problems; "until the negative perception of this community is turned around, we will always have difficulty recruiting white pupils," she wrote. She does not feel that the school is given special attention or support from Court Street to become strongly attractive. Even in a physical sense, the building was not properly cleaned and maintained (a complaint expressed in several other schools).

When asked about what might persuade a white parent to send a child to her school, Ms. Hadley stressed only the Advanced Work Classes. Unfortunately, such classes only affect the enrollment of grades 4 and 5, and they cannot really be said to desegregate the regular classes even at that level. Such schools as the P.A.Shaw and the Higginson (see below) do not house AWCs, and may as a result have a more solid integration.

The November 1983 enrollment of the Ellis is 10.5% white in grades 1-5, outside the permitted range of 16%-26%. Two blocks away is the Higginson, also a District II school but one which has vigorously recruited white students from its assigned geocodes, though without a "special desegregation" designation and mandate, and is currently 30.8% white in grades 1-5, above the permitted range. It would be presumptuous, on the basis of brief visits and review of the 1982-83 reports, to reach any conclusions about the greater success of the Higginson than the Ellis at attracting geocoded white students, but presumably leadership has something to do with it. Ms. Hadley has properly devoted her first year to rebuilding a badly disrupted faculty and school organization; it remains to be seen whether she will now be able to convince white parents of the value of what the school can offer. Our attention in the next phase of monitoring of special desegregation measures will turn to the extent to which she and other principals are given support, guidance, resources, staff stability, and the other ingredients necessary to exercise such leadership.

EMERSON

The Emerson and the Ellis are perhaps fifteen blocks apart in Roxbury, but the one draws white students from the far side of South Boston High School and the other from the far side of the Arnold Arboretum. The grade 1-5 enrollment of the Emerson in April 1983 was:

	number	percent	permitted
Black	62	45%	28%-46%
White	28	20%	29%-49%
Other Min	48	35%	18%-30%

The Emerson houses a Cape Verdean bilingual program (the students counted as Black), and is one of the few schools in Boston with a significant proportion (9%) of American Indian students. It is located along Dudley Street, where rapid growth in Hispanic population is occurring.

The school has too few white students and too many Hispanic students to be in compliance with the permitted ranges for its district. Its enrollment has been below the permitted range for white students for nine years straight.

The projected Fall 1983 enrollment was:

	number	percent	permitted
Black	52	41%	28%-46%
White	29	23%	28%-46%

Other Min	34	27%	19%-33%

The projected racial proportions improved largely because fewer Black and Hispanic students had been assigned to the first grade than were in that grade in 1982-83; unlike the schools discussed above, the Emerson was not assigned an unrealistically high number of white students! To the contrary, fewer white students were assigned to first grade than were in attendance in that grade last year; of those assigned (7), the majority (4) attend this Fall, giving a much lower "shrinkage" rate than for other elementary "special desegregation" schools. Does this mean that, in South Boston, students are less likely to go to public kindergarten and then on to parochial first grade than in Hyde Park or West Roxbury? An analysis of the decline from aggregate kindergarten enrollment to first grade enrollment in each district in the current year shows that District VI (South Boston/Roxbury) is lower than average for the city. Citywide there are 38% fewer white first graders than kindergarteners; in District VI the drop is only 20%, compared with 61% in District III (West Roxbury, includes the Lee School) and 53% in District IV (Hyde Park, includes the P.A.Shaw).

The actual November 1983 enrollments (grades 1-5) are:

	number	percent	permitted
Black	45	37%	28% - 46%
White	27	22%	28% - 46%
Other	49	41%	19% - 33%

The principal, Mr. Joseph Prendergast, is new to the Emerson this year having previously served for a number of years at the Hennigan, a large magnet elementary school. He expresses satisfaction with the change, and confident that his earlier service at the Gavin School in South Boston will help him to reach out to that community. Like Ms. Hadley at the Ellis, he was given no special orientation to obligations related to heading a "special desegregation" school, and had no strategies in mind to reach out to white parents whose children had been assigned; in fairness, he was not at the Emerson when assignments were made last Spring.

The "grade profile" of the Emerson, like that of the Shaw, is quite regular, in contrast with the Ellis and the Lee, which draw white students to programs which serve only grades 4 and 5 (and kindergarten, in the case of the Lee). Last year's annual report, prepared by the previous principal, reflects energetic efforts to improve the quality of instruction and to reach out to the South Boston community to encourage increased white enrollment. Relatively high reading and math scores were reported. Credit was given to assistance from the Institute for Learning and Teaching at UMass, Boston.

According to the annual report, a substantial majority of the students come from homes where a language other than English is spoken, whether Cape Verdean or Spanish. Concern was expressed about the difficulty of maintaining consistent attendance, a theme at each school; in fact, the Emerson's attendance rate was the best of this group, with 42% of its students (62% of its white students) missing school five days or less, compared with 26% (17% for white students) compiling an equivalent record at the P.A.Shaw.

In some respects the Emerson seems to have the least likelihood of succeeding as a special desegregation school: located off Dudley Street in Roxbury, seeking to draw white students from South Boston, providing no special programs to attract them, and educating a student body high in children from homes where English is a second language. On the other hand, it is a pleasant small school and seems to provide a solid and basic education program; the student body is well-integrated, though it is not in compliance with the Court's standard for the district (VI) in which the school is located.

The new principal, though coming from a magnet school, has no special orientation toward recruitment, but this will clearly be a major challenge for him in the months ahead. In addition, the fact that few white students are assigned to the Emerson suggests that either insufficient South Boston geocodes are assigned to the school, or students are using false addresses to enroll at elementary schools located in South Boston. Two South Boston schools have actually increased their white enrollment since 1978: the Condon (+14%) and the Perkins (+5%).

SHAW MIDDLE SCHOOL

The Shaw and the Thompson were discussed last Spring in the report on middle school assignments as well as in the special desegregation report.

April 1983 enrollment of the Shaw was:

	number	percent	permitted
Black	234	71%	41%-69%
White	63	19%	28%-48%
Other Min	32	10	5%-9%

The school was slightly high in Black and other minority enrollment, and significantly low in white enrollment, though located in heavily white West Roxbury (non-public schools in West Roxbury enrolled more than 2000 white students in grades 1-12 last year). Fall 1983 enrollment is:

	number	percent	permitted
Black	210	70%	42%-70%
White	59	20%	27%-45%
Other Min	29	9%	6%-10%

Obviously, there is a slight improvement but not compliance with the white permitted range. It might be noted, however, that the three middle schools in District III have a combined enrollment which is only 26% white, below the bottom of the "range".

The Shaw has been below the permitted range for white students for the past eight years, and was above the permitted range for Black students for seven of the first eight years of desegregation; the new standard has brought it into compliance.

White enrollment has in fact declined sharply at all District III middle schools since 1978: Shaw (56%), Irving (50%), and Lewenberg (49%). On a more positive note, the Shaw enrolls 13% more white students than were assigned last Spring. Presumably this reflects the enrollment of some students whose parents had not accepted the assignment of their children, for elementary grades, to the Lee School in Dorchester, but are willing to enroll them in a middle school in West Roxbury. Mr. Keohane, the principal, in fact reports no difficulty in convincing assigned students to attend the school; there is no effect, in the middle schools, comparable to the massive transfer of students to parochial schools at the first grade level and, for middle schools which, like the Shaw, do not house an Academically Talented Program, there is no large exodus at 7th grade level to the Latin Schools.

The essential problems, for desegregation of the Shaw, are the changing age profile of its community of West Roxbury, and the heavy reliance upon non-public schools and the examination schools for students in that community.

Mr. Keohane is an advocate of making the R.G.Shaw a K-8 school, as was recently done, with the Court's approval, with the Tobin. He points out that his facility originally housed those grades, and that he has the capacity available to offer two classes at each grade level K-8. He argues that this would contribute to desegregation by assuring parents of a stable educational environment for their children over a number of years. St. Theresa's and Holy Name schools both offer grades one through eight; they are his direct competitors for white students. Implementation of this proposal would clearly have implications for District III elementary schools located in West Roxbury, since it would be inappropriate to draw white students to the Shaw who would otherwise attend the Lee.

THOMPSON MIDDLE SCHOOL

Enrollment of the Thompson in April 1983 was:

	number	percent	permitted
Black	369	82%	52%-88%
White	70	15%	20%-34%
Other Min	13	3%	2%-4%

The way the permitted range is computed (the "ideal" plus/minus 25%) has the effect of creating a very wide range if the "ideal" in any group is high. For example, if the "ideal" for each group were 33%, the range would be 25%-41%, or sixteen percentage points. When one group is as predominant as Black students are in District IV (in part because there are few "other minority" students), a very wide range is created - one which it would be hard to miss! The white range, by the same token, is a narrow and difficult one. All this by way of explaining why the Thompson is out of compliance on white enrollment (nine percentage points from the ideal) but in compliance on Black enrollment (twelve percentage points from the ideal).

The projected Fall 1983 enrollment was:

	number	percent	permitted
Black	347	79%	52%-88%
White	82	19%	20%-34%
Other Min	11	2%	2%-4%

The hoped-for improvement in white enrollment was based largely upon the assignment of 48 white students to the 6th grade, many of them for the Academically Talented Program which operates for 6th grade only. In fact, only 27 white stuents are presently enrolled in the 6th grade, substantially fewer than the 39 enrolled in that grade last year, so that the school is 84% Black, 13% white, and 4% other minority. The 8th grade is only 7% white. Even the faculty is predominantly minority, due to the large number of white teachers who requested and were granted transfers out last year.

The overall November 3rd enrollment is:

	number	percent	permitted
Black	360	84%	52% - 88%
White	55	13%	20% - 34%
Other Min	15	4%	2% - 4%

Of the white students, five are enrolled in the Academically Talented Program (with 35 minority students).

The Thompson clearly has major problems in desagregating. The decline in white enrollment since 1978 is 60%, and the school is higher than any other middle school in "shrinkage" from May 1983 assignments to November 1983 enrollment (-33%). The school has been out of compliance with the white enrollment requirement for all nine years since that requirement was established by the Court, and was out of compliance with the Black standard as well for the first seven years (the revised standard has brought it into compliance for 1982 and 1983).

It is significant that the section of this Report on safety and security issues gives special attention to the Thompson as a troubled school, as does the section on student discipline.

The principal, Mr. Gerald Hill, attributes these problems to several causes, including the assignment of geocodes to the school which were predominantly white when first implemented but are now largely Black (there are three bus loads of Black students transported to the Thompson, he said, who could walk to the Lewenberg Middle School). Continuity of staff is a problem. Transportation safety issues (a bus from Readville in southern Hyde Park was late and had been stoned the day of my visit) and fighting outside the school created a climate which did not encourage white parents to keep their children in the school. His efforts to reorganize the school with ungraded houses and teachers working together had been largely frustrated, he says, by staff instability and other problems.

The 1982-83 Annual Report provides sometimes poignant confirmation of these difficulties. The Parent Council co-chairs complain of frequent teacher absences, and that "the substitutes that replace these teachers are not qualified to teach children in this age group. They do not follow through with the work that the teachers leave for them. Some of the substitutes that are in the building can hardly speak or understand English, and these are the people that allow the student to roam in the halls and disrupt the classes of the teachers that do care." The Student Council report concludes, "We would like a cleaner school and more white students."

It seems unlikely that the school will attract more white students - even the Academically Talented Program enrolls only 5 white students at present compared with 19 who were invited, for a "shrinkage" of 74%. While this problem plagues every program, the chart which follows shows that the problem is especially exacerbated for the Thompson. It will be noted that several other middle schools located in areas as heavily minority as that of the Thompson - the Holmes, the Timilty, the McCormack - do much better at drawing white students to ATPs (from white sections of Dorchester, from Charlestown, from South Boston) than does the Thompson from Hyde Park. It is also interesting, and cause for concern, that the King magnet middle school does almost as poorly as the Thompson . . . but that is another story.

ATP School	Invited	Enrolled	
Edison	15	9	-0.40
Curley	13	10	-0.23
Irving	22	17	-0.23
Thompson	19	5	-0.74
Holmes	18	12	-0.33
McCormack	26	18	-0.31
Timilty	12	10	-0.17
Barnes	30	23	-0.23
King	19	7	-0.63
Total	174	111	-0.36
Average	19.33	12.33	-0.36

There is no question that the location of the Thompson works against its desegregation, though note that it is located only blocks from the Pauline Agassiz Shaw. So does the fact that (based on a number of indicators) Hyde Park seems particularly intransigent with respect to accepting desegregation. Staff turnover and other problems, as well as the general difficulties of working with students in grades 6-8, create challenges which do not exist, for example, at the P.A.Shaw. It would not be easy to make the Thompson a stably desegregated school, with the best of will and strategy. Without such a strategy and commitment, as seem to be developing around Burke and Dorchester High Schools, it is most unlikely that the Thompson will meet the Court's requirements.

BURKE HIGH SCHOOL

Desegregation of the Burke has special significance: it was in part the manipulation of feeder patterns and grade sructures which segregated the Burke as an almost all-Black school in the late 1960s which led to the liability finding by the Federal District Court. A former girls' high school, the Burke does not provide some of the facilities which schools planned for boys make routinely available, and it has not proved easy to achieve the Court's desegregation objectives. The Burke has in fact underenrolled white students for nine years straight, since the Court-ordered 1975 Plan went into effect, and it overenrolled Black students for six of the first seven years (the modified compliance standard has made it difficult not to comply with the Black enrollment requirement for the past two years).

The white enrollment of the Burke in April 1983 was:

Grade	Number	Percent
9	34	15%
10	11	7%
11	3	3%
12	6	6%
Total	54	9%

The ideal white enrollment would have been 22%, and the permitted range was 16% tto 28%, so that even the ninth grade was out of compliance, though showing significant progress. Compare the December white enrollments as they fell and then began to be rebuilt:

Year	Number	Percent
1978	164	16%

1981	41	6%
1982	70	10%
1983	87	12%

For 1983-84 the same number (34) of white students were assigned to the ninth grade that were enrolled in that grade last year, but a much smaller number of Black students were assigned, with the result that projected white percentage for ninth grade rose to 38%. Vigorous objections were raised at the implications, for the school, of a decline from 231 to 88 in its entering class, and the Department of Implementation took measures to increase this enrollment after the approved assignments had been made in early May. The actual ninth grade enrollment is 204, with 141 Black students compared with the 46 Black students originally assigned. Additional white students were assigned as well, so that white ninth grade enrollment is now 41 or 20%.

The overall enrollment, as of November 3rd, was:

	number	percent	permitted
Black	553	78%	52% - 86%
White	87	12%	15% - 25%
Other	66	9%	8% - 14%

In a sense, the Department of Implementation attempted to wrench the Burke into compliance in a single year, and then adopted a more gradual approach which leaves the ninth grade at the ideal percentage and the tenth grade only very slightly below the permitted range.

The Burke assignments provide an opportunity to examine in unusual detail the process of student assignments and the choices which must be made along the way; we will outline the steps in the process briefly.

(a) On April 28, 1983 the Department of Implementation (DI) provided a printout of proposed assignments for all schools. As noted above, those for the Burke showed a substantial decline in the minority enrollment of the ninth grade, and a consequent improvement of the white percentage in the school overall. The state's analysis, dated April 30, noted this progress and some indications that many of the assigned white students would attend. A subsequent analysis of expressed student preferences for the ninth grade (June 1) noted that only 40 Black students in District V had expressed a first preference for either Burke or Dorchester, though 89 were assigned to the two schools; in other words, the low Black enrollment in the ninth grade was clearly not the result of the DI turning away students who were seeking to attend the school.

(b) In a May 23, 1983 memo John Coakley reported that, contrary to his intentions, some of the white prospective ninth graders living in District V had not been assigned to Burke or Dorchester, but rather to other high schools. Of the 45 students so assigned, 14 were assigned to English High and 10 to Madison Park High; there has been an on-going controversy about "robbing" these district high schools in order to assure that the citywide magnet high schools met the racial guidelines of the Court. Seven of them had been assigned to vocational programs at Brighton and Hyde Park High Schools, presumably on the basis of an expressed preference, five to the East Boston High business program, and nine to Boston High, the work-study school. Of the 45, 20 live in Burke High geocodes; had they been assigned to Burke, as Mr. Coakley had intended, it would have been possible also to assign significantly more minority students to the school while continuing to improve compliance with the permitted range for white enrollment.

(c) On May 31st Mr. Coakley and I talked by phone about ways to increase ninth grade enrollment at the Burke, and on June 9th he wrote to Superintendent Spillane to much the same effect. His approach was to identify Black and other minority students from District V who had either received none of their choices in the application/assignment process (15), or had failed to return an application (62), and to invite the headmasters of Burke and Dorchester high schools to attempt to recruit volunteers from these groups (and others) to transfer to their schools. He suggested to the headmasters (June 2) that they work with the middle school principals to identify students who might be open to considering Burke or Dorchester, depending upon geocode of residence. The memo also includes the information that 332 Black and other minority students from District V received their first choice schools, and 31 their second or third choice schools, other than Burke or Dorchester. This is additional confirmation that the under-enrollment of the ninth grades at these schools was not the result of denying admission to minority students who expressed a desire to attend them.

(d) In a report to the state dated September 16th, Mr. Coakley reported on subsequent developments. The recruitment results were modest, but grade nine enrollment at both high schools had been increased in two ways: by the unfortunate fact that a substantial number of 1982-83 ninth graders were not promoted (this amounted to 43 Black, 5 white, and 4 other minority students at Burke), and a determined effort to assign students registering after May (generally, new residents) to Burke and Dorchester.

Note that the additional assignments (after early May) were not reviewed with the state, though the approach used was discussed in principle.

As of September 15th 46 white students were assigned to the ninth grade at the Burke; as of November 3rd 41 were enrolled; this seems to indicate that the school has done quite well at retaining the assigned white students. It is especially encouraging that 32 white students are enrolled in the tenth grade, only a slight decline from the 34 in ninth grade last year.

In Mr. Coakley's words, last Spring "very few students of any racial group - in fact, less than ten percent of any group - expressed a preference of any kind for the Burke School." This supports the analysis of the preference data included in the Board's last Report. Obviously it is essential that the program and climate of the school be strengthened and (just as important) that the perception of the school be changed, as a basis for successful recruitment of minority as well as white students. Our monitoring of the program and facility improvements to which the Superintendent has committed the School Department are presented separately.

DORCHESTER HIGH SCHOOL

Dorchester has a somewhat better compliance history than Burke, having been under the permitted range for white students seven of the past nine years, and over the permitted range for Black students only three of those years; unlike Burke, it was a racially-mixed (though rapidly changing) school prior to desegregation.

Enrollment as of November 3rd 1983 was:

	number	percent	permitted
Black	582	70%	52% - 86%
White	129	16%	15% - 25%
Other	120	14%	8% - 14%

White enrollment has followed much the same "curve" as at the Burke, though at a higher level:

Year	Number	Percent
1978	208	20%
1981	113	11%
1982	130	14%
1983	129	16%

The grade profile is rather more even than at Burke, where there were very few white students in the upper grades last year; at Dorchester the vocational programs have served to retain more white students:

Grade (82-83)	Number	Percent
9	43	16%
10	28	11%
11	24	14%
12	23	16%

The prospective ninth grade assigned last May was 30% white, again through the expedient of assigning far fewer Black students than usual. The protests and the process outlined above with respect to the Burke occurred with respect to Dorchester High as well, and Black ninth grade enrollment was increased from the 74 projected in May to the 144 now enrolled, with white enrollment also going up to 58 from the 49 assigned. The present ninth grade is over 22% white.

A related enrollment controversy at Dorchester High has involved the Spanish bilingual program, and whether it could be expanded to include the students now assigned to the Spanish bilingual program at Charlestown High; the former serves 78 students and the latter 74, so that both are below the 100 student level specified in Boston's Lau Plan. To do so would bring the white enrollment to 14%, below the permitted range.

The detailed review of Burke enrollment process and the separate report on program and facility developments at Burke and Dorchester make it unnecessary to discuss Dorchester High at greater length here.

CONCLUSIONS

This rapid review of eight "special desegregation" schools, based upon statistics, annual reports, and brief visits, cannot do justice to the complexity of their history and the reality of their present and future prospects. Continuing monitoring will seek to clarify further this reality and to develop recommendations. Certain preliminary conclusions would not be amiss at this point, however, and they are offered subject to correction on the basis of closer study.

(1) There seems to be no forum or vehicle for the discussion and development of special desegregation measures for each of these schools, and for sharing, among Central Office planners, the Department of Implementation, community district superintendents, and the leadership of each of these schools, in a search for solutions to the non-compliance which characterizes most of them.

(2) There is no concerted effort of recruitment, either to retain students who have been enrolled at a lower level (from kindergarten to grade one, grade five to grade six, grade eight to grade nine), or for students who have never been enrolled in the public schools, which can assist schools in presenting their strengths and answering concerns. Generalized public relations for the Boston Public Schools, while necessary, has very little to do with the specific questions which parents have about particular schools. Boston could learn a good deal in this respect from Worcester, Springfield, and other communities in Massachusetts which have desegregated, in most cases more recently.

(3) The fact that a particular school has been designated for special desegregation measures seems not to be taken into account in appointing principals, upon whom will rest the ultimate success or failure of the effort.

(4) The staff of the different special desegregation schools seem never to have been brought together to discuss their common responsibility to respond to the orders of the Court; I suspect that some of them are unaware of these orders.

(5) Some aspects of the assignment orders may militate against successful implementation of the special desegregation orders. One example would be the apparent reassignment of students who have attended an Extended Day Kindergarten to another school for first grade, unless they live in the right geocodes. Another would be the inability of special desegregation schools to recruit beyond their assigned geocodes, as was proposed by the School Department, in a sense, in the "Beacon School" proposal of several years ago. The magnet schools in other cities in Massachusetts, unlike those in Boston, have assigned geographical districts and attract additional students whose attendance improves desegregation; the special desegregation schools in Boston are not free to do so.

(6) None of the special desegregation schools identified staff (other than the principal) with responsibility for outreach efforts to increase enrollment

from the assigned geocodes; arrangements for such efforts, where they existed at all (P.A.Shaw, Lee), seemed to rest with concerned parents and the principal. In each of the four elementary schools the inadequacy of clerical support was a problem, and there is no question that an effective and friendly office staff can have a major impact upon perception of a school and upon the regularity of communication - especially by telephone - with parents and prospective parents. In several cases special publications intended to support recruitment had been prepared in the past, but consensus seemed to exist that on-going and aggressive person-to-person communication was more important. Every special desegregation school should be staffed for effective communication.

(7) A contrast was noted between the Lee School, which seems to have relied upon a variety of special and supplementary programs to attract white students, and the P.A.Shaw, which offers only a solid and conventional instructional program and a welcoming atmosphere. Both approaches can be effective, as these examples show, but experience elsewhere suggests that they may be successful with different types of parents. Some of the white parents geocoded to the Shaw but not attending might, I would speculate, have attended the Lee if offered that options, and conversely some of those not drawn to the "glamorous" Lee might be very attracted to the "homey" Shaw.

It is a serious limitation upon recruitment efforts, which depend in part on a distinctive school flavor, if the school must seek to please all of the parents in its assigned geocodes. Unlike non-public schools, and unlike many magnet schools, these special desegregation schools are not really free to develop a distinctive appeal, and this is an inherent limitation upon their success. This suggests that more program and enrollment flexibility (and the desire, on the part of principals, to take advantage of it) might be of greater importance than any extraordinary resources in achieving compliance with the Court's requirements.

Charles L. Glenn, Director

Analysis of Fall 1983 Enrollments: Tobin K-8 School

The Tobin School deserves special analysis because of the decision by the Court, in the Spring of 1982, to allow the school to function as a K-8 school "Pilot" school, despite severe misgivings on the part of the Court's expert about the impact of this innovation upon the overall desegregation plan. These misgivings, expressed in a memorandum dated April 26, 1982, were answered in part by John Coakley in memoranda dated April 29 and May 3, 1983. Mr. Coakley especially gave assurances that the effect of the pilot would not be to create non-compliance with the Court's standards at the Edison and Taft Middle Schools in the same district.

It was after considering the positions expressed that the Court agreed to approve the Tobin "pilot", with the proviso that the intermediate grades (6-8) would reflect the district permitted range at that level, rather than the elementary level.

What does the Tobin "pilot" consist of? The Tobin, like other elementary schools in Boston, serves kindergarten students from its immediate neighborhood (the Mission Hill section of Roxbury), and students in grades 1-5 drawn from 28 "geocodes" or geographical areas within District I. Under the approved "pilot", the Tobin is allowed to draw students in grades 6-8 on a voluntary basis from any part of District I, subject to the requirement that these grades reflect the District middle school permitted range of racial/ethnic enrollment.

The primary educational benefit claimed for K-8 schools is the greater continuity of instruction possible, and especially the education of intermediate students in the relatively stable environment of an elementary school rather than the sometimes difficult atmosphere of a middle school. In particular, parents who expect their children to go on to one of the examination schools or to the Umana Technical school in grade seven might well be expected to prefer a sixth year in an elementary school to a one-year stay in a middle school.

That a K-8 structure per se is not inconsistent with desegregation is clear from the use of that structure in the highly successful Cambridge desegregation plan, the proposed use of a mixed K-5, K-8 structure in the Lawrence desegregation plan, the phase-in of K-8 schools as part of the Worcester desegregation plan, and the fact that virtually all elementary schools affected by the Chicago Desegregation Plan are K-8. Brookline, with its large Metco program, also uses the K-8 structure.

A survey of Worcester parents (February 1982) conducted with state desegregation funds found that 37% of 6140 parents responding expressed a first preference for the K-8, 9-12 structure by comparison with only 12% for the K-5, 6-8, 9-12 structure now employed in Boston; it should be noted that neither is the general structure in Worcester at present. Parents whose children are now in K-8 schools in Worcester supported that structure 48% to 5% for the K-5, 6-8, 9-12 structure.

The general problem with the K-8 structure with respect to desegregation is that a school can accommodate fewer students at each grade level than if there are fewer grades in the school. The rationale behind building the large elementary schools in Boston (funded with state desegregation funds starting with the mid-1960s) was to bring together white and minority students from a wide area and thus to achieve racial balance. Increasing the number of grades in such a school shrinks the area from which students may be assigned, and thus the "safety margin" for stable desegregation. By drawing intermediate students on a voluntary basis, however, the Tobin disarms this particular concern.

IMPACT ON THE TOBIN SCHOOL ENROLLMENT

The Tobin appears to be making some progress in increasing its white enrollment in the lower grades:

White Students	Fall 1982	Fall 1983
grade 1	12	11
grade 2	7	11
grade 3	3	1
grade 4	2	5

The entering first grade was projected (last April) to enroll only 9 white students, which was the number of white kindergarten students last year. It may be that white parents are encouraged to send their children to the "geocoded" school because of the assurance that they will be able to remain there through the eighth grade, which is the basic premise of a K-8 "magnet". In this connection, note that the present first and second grades, which are clearly enrolling more white students than the higher elementary grades, are the only classes which have entered since the K-8 "experiment" began; each is just within the permitted range for white enrollment, at 14.5% white.

On the other hand, the overall white percent in the elementary grades (1-5) declined slightly, from 10% to 9%. The Tobin "lost" 14 (22%) of the white students assigned to the school last Spring; twenty-four desegregated elementary schools lost a higher proportion of their assigned white students, while forty-four lost a lower proportion. In other words, "shrinkage" of white student assignments is definitely a problem for the Tobin, but not markedly more than for other schools; one might even conclude that, given its location in the Mission Hill Housing Development, the school does rather well to hold its white "shrinkage" to 22%.

The drop in proportion white at the Tobin may be attributed, in fact, primarily to larger Black and Hispanic enrollments than projected.

The elementary grades are out of compliance with the permitted range for white enrollment, which is 14% - 24% for District I elementary schools.

The middle school grades, by contrast, are in compliance with the permitted range for middle school white enrollment (18% - 30%), with 24% white enrollment; the Black and other minority enrollments are also in compliance.

The Taft and Edison Middle Schools are in compliance with all three ranges, which suggests that the Tobin has not had a destabilizing effect, as feared, upon the other schools in its district.

The last Report included a detailed discussion of the Tobin, with an analysis of the students who requested assignments to the Tobin and to the othr District I middle schools for 1983-84. Taking first choices alone into account, substantially more Black and Other Minority students requested the sixth, the seventh, and the eighth grades at the Tobin than were subsequently assigned, while slightly fewer white students requested the Tobin as their first choice than were assigned:

First choice 1983-4	Black	White	Other Minority
Requested 6th	14	7	44
assigned 4/83	5	9	16
enrolled 11/83	6	7	11
Requested 7th	27	8	26
assigned 4/83	13	8	17
enrolled 11/83	12	7	14
Requested 8th	24	8	20
assigned 4/83	11	10	16
enrolled 11/83	7	6	13

After a year in operation, the Tobin has established itself as an attractive option for students in District I. It might be noted, however, that virtually all of the white students who requested the Tobin were currently attending the school, with one first choice applicant from the

Baldwin and one from the Winship for the sixth grade at the Tobin, for example. This suggests that fears that the Tobin would bring the Taft or Edison out of compliance were ill-founded; it also suggests that the school is not yet perceived as a "middle school" option for white students from other elementary schools.

Of equal interest is the substantial number of Black students attending the Edison or the Taft who requested the Tobin for the seventh or eighth grade: twenty for the seventh and sixteen for the eighth. To what extent is this a "neighborhood school" preference (though the immediate vicinity of the school is more Hispanic than Black), and to what extent a reflection on the experience of these students at the Edison or Taft? It would be useful to know . . .

Taking into account the students who expressed a second or third preference for the Tobin, there were 57 Black students and 116 other minority students who expressed interest in the school for grades six through eight who could not be accommodated. While an unknown number of these students may have received another of their preferences, it is a matter of some concern that many students are being offered an opportunity which in fact they will not be able to take advantage of. It might be, for example, that minority students should be eligible only coming out of the fifth grade at the Tobin School (that is, out of the geocodes assigned to the school), with white students eligible district-wide. The effect of this would be that minority students living in areas near the Tobin which are "geocoded" to schools in Allston or Brighton would not be encouraged to apply to a school to which they cannot, because of desegregation requirements, be assigned.

Since most of the other minority applicants were seeking admission to a bilingual program offered at the Tobin in grades 6-8, it may be that the program should extend only to grade 5, as was the case until last year. With 179 students, the Tobin has one of the largest bilingual programs in Boston at any level, amounting to 35% of its total enrollment. In view of the fact that both Edison and Taft offer Spanish bilingual programs at the middle school level, with the Taft enrolling only 61 students in its program compared with the minimum of 80 called for by the Lau Plan, it is questionable to offer a third program for grades 6-8 at the Tobin. The effects of offering this program are disappointment for students who cannot be admitted because of desegregation requirements, underenrollment of the program at the Taft, and an extremely large bilingual program at the Tobin.

CONCLUSIONS

To judge by enrollment, the Tobin pilot K-8 grade structure may be judged a success. Not only have grades 6-8 attracted an enrollment which meet the Court's requirements, but there is an apparent improvement in the composition of the entering grades. The experience in Worcester and other cities, that parents appreciate the continuity offered by a K-8 school, seems to be confirmed - though in a very preliminary way - at the Tobin.

In addition, it does not appear that the desegregation of the Edison and Taft has been adversely affected by the implementation of grades 6-8 at the Tobin. There is no reason to believe that city-wide magnet schools will find the Tobin damaging competition.

On the other hand, the "success" of the Tobin should not be generalized into a conclusion that K-8 schools could be created indiscriminately, with no damage to desegregation. Each potential K-8 school should be considered in its context of district, neighborhoods, and other schools. It would appear, for example, that the seriously under-utilized Lee School (one whole wing of this modern facility has been closed off) in Dorchester might serve as an appropriate K-8 school, in a section of the city with few magnet schools (the Haley in Roslindale, the Ohrenberger in West Roxbury). Even in this case the potential impact upon the under-utilized middle schools in District III would have to be taken into account. The fact that the principal of the Robert Gould Shaw Middle School in the same district has asked to extend the grades of that school down to kindergarten, and argues that he has room for two classes at each grade level K-8, demonstrates that there is more than one way to move to a K-8 structure. Whether either or both of these schools should become a K-8 school is of course a question requiring careful study.

Finally, note that the Tobin attracts white students almost exclusively from its own enrollment, while encouraging far more applications from minority students attending other District I schools than could be accommodated. In particular, a large number of Hispanic students apply to the bilingual program in those grades at the Tobin. Is it wise to offer this grade 6-8 program in competition with the under-enrolled Spanish bilingual program at the Taft school?

In the next phase of monitoring, the Tobin will be monitored on-site and evidence sought of any problems or new strengths which have developed as a result of adoption of the K-8 structure in 1982-83. Efforts to recruit and retain white students will be assessed.

In reviewing the space matrix and proposed assignments for 1984-85, the issues noted above of bilingual enrollment in grades 6-8 and of minority students disappointed in their applications for the Tobin will be discussed with the Department of Implementation.

Charles L. Glenn, Director
November 1983

MASSACHUSETTS DEPARTMENT OF EDUCATION
BUREAU OF EQUAL EDUCATIONAL OPPORTUNITY

Analysis of Fall 1983 Enrollments: Burke and Dorchester High

DORCHESTER HIGH SCHOOL

MANDATE

Draft Order of November 6, 1981: With respect to Dorchester, the D.I. shall conduct an assessment of the curricular, physical plant and staffing needs of Dorchester High School for the 1982-83 school year and shall file a report of the results of such study, including recommendations for change.

* CURRICULUM AND STAFFING

KEY QUESTION: Are curriculum revisions and staffing patterns consistent with the special desegregation plans submitted to the Court?

METHOD: Monitors visited the special, citywide programs designed to attract students to Dorchester High School, and interviewed the head of the vocational education department and the Coordinator and staff of the Health Careers Magnet.

FINDINGS

Programs

Dorchester High School's special desegregation plan focused on magnet (citywide) vocational education programs as a mechanism for attracting additional students, especially white students, to the school. At the time the plan was written, Dorchester had two "trade and industry" magnet shops: woodworking and upholstery. The plan proposed that one additional magnet "careers program" be established: a Human Services program. Since that time one additional magnet shop has been added (urban retrofit, the restoration of older dwellings incorporating energy-saving techniques) and one has begun to be phased out (upholstery). A recommendation has also been made that the woodworking program be phased out.

The removal of these programs was mandated by the Unified Plan for Vocational Education, which was written in 1975. The plan called for transfer of both the upholstery and the woodworking shops to the Occupational Resource Center (see the report on occupational education in this volume). The fact that the special desegregation plan, which was written in 1982, relied on these same magnet programs to attract new and out-of-district students presents a dilemma.

The special desegregation efforts at Dorchester High School may be weakened by the removal of these programs. At present, there are 84 students enrolled in all the magnet shops: 48 Black, 20 White, and 16 other minority. Sixty eight of these students are in woodworking or upholstery: 37 Black, 16 White and 13 other minority. It is essential that proposals to remove programs from the school should be evaluated for their impact on desegregation.

With regard to the operation of the magnet shops, the head of the vocational department expressed satisfaction, but did note that Dorchester High School lacks a Cooperative Education supervisor. Because there is no fulltime supervisor, there is a limit on the number of students who can be placed in cooperative work sites, and thus a limit on the number of students who can benefit from the experience and employment opportunities resulting from cooperative work experience.

Particular attention was paid to the Health Careers Magnet, which was a centerpiece of Dorchester High School's special desegregation plan. The plan initially proposed an ambitious but impracticable "Human Services" program, from which the Health Careers Magnet has evolved. At the writing of the last report, there seemed to be very little progress in implementing the Health Careers Magnet.

Consequently, the primary monitoring questions concerned (1) whether a program has been established, and (2) what its educational objectives are. The monitors found a full program at the introductory level now in operation. Two new staff have been hired -- a Program Coordinator and a Clinical Coordinator (who has a nursing degree, a prerequisite for the program's gaining entree to medical institutions). These two staff members are working closely with the head of the science department; all seem committed to developing an excellent program.

Students

There are thirty nine students enrolled in the program. Attendance is 80% -- a figure which pleases the staff because it includes several students have no real interest in the program and so lower the attendance rate. The Health Careers Magnet has lost several students, primarily for reasons that involve transportation. All Health Careers Magnet students must use the MBTA. Several students who left lived nearby, but had to use MBTA routes which took them into town and back out; two left because they preferred magnet programs for which they could get busing; and two had originally signed up to get out of another high school, but soon returned because they could get their own buses to that school.

Planning and Implementation

The staff members described the goal of their program as "placing kids in jobs and college -- using the program to motivate them to go on to higher education." During the first two years of the program, students will take core courses and observe numerous clinical sites. By the 11th grade, students will be prepared to decide between a clinical internship or college prep (with clinical time arranged to minimize loss of in-school time).

The planning group for the Health Careers Magnet included representatives of the ORC, the University of Massachusetts, the Department of Implementation, and the Office of School Operations office. Recruiting for the program was done by the Development Officer of Dorchester High School, and New England Telephone (Dorchester's business pairing) did the recruiting brochures.

The Health Careers Magnet staff reported that they have received full cooperation from the Boston School Department. In particular, they are collaborating with the ORC, so that they can use its training facilities. The only problem they reported concerned transportation -- arranging the buses necessary to transport Health Careers Magnet students to and from their clinical observation sites. The monitors will evaluate the resulting transportation arrangements during the next phase of monitoring.

The Health Careers Magnet staff also reported receiving all the curriculum materials they had ordered in time for the start of school. These included several new texts, as well as the relevant ORC "learning guides" (the development of which was primarily funded by the state).

The monitors were pleased to learn that the staff of the Health Careers Magnet is investigating the possibility of coordination with a Department of Education-funded program at Dimock Community Health Center, whose purpose is recruiting, counseling and placing students in health careers. The Health Careers Magnet staff are hoping to use the health center as an observation/clinical site, and to take advantage of its counseling resources.

In summary, the staff are enthusiastic about the program, and believe their students are also: "the kids see a real purpose to it." The staff's (and students') one anxiety concerns the future. Students inquire whether the program will still be there in three years, and the staff are hesitant to offer reassurance.

Staff

A final question concerns whether the Boston School Department is meeting the needs for additional staff outlined in the special desegregation plan. The Headmaster of Dorchester High School stated that all his staffing needs had been met. Not only have two coordinators for the Health Careers Magnet been hired, but also a new ROTC instructor has joined the staff. According to the Headmaster, there is a real demand for ROTC at Dorchester High School; 91 students wanted to take ROTC, but only 60 (40 boys and 20 girls) could be accepted. The Headmaster hopes to hire an assistant ROTC instructor for next school year. The Headmaster did note a need, however, for an instructor to train his staff in the use of the computers Dorchester High School has just received. It should be noted that all three of the new staff at Dorchester High School are white.

* CAPITAL IMPROVEMENTS

KEY QUESTION: To what extent have the facility improvements cited in the plan submitted to the court been undertaken and/or completed?

METHOD: Review of written plans submitted to the school facilities monitor, and on-site observation.

The Headmaster reported that the improvements are actually underway; in fact, the first of them -- a new blacktop surface for the parking lot -- commenced during one of the monitoring visits.

The Headmaster reported a good working relationship with both the architectural firm and the general contractor responsible for the improvements. He said that the contractor had won the contract with a bid that was $200,000 under the allotted $1.3 million, but was finding that the work required was going to be more extensive, and expensive, than he had originally thought. The Headmaster did not know whether the architect's fees -- which were not included among the original itemized costs -- would necessitate elimination of any of the planned improvements.

When asked whether the staff and students are taking heart from the renovations, he replied that the teachers are beginning to believe that the improvements will happen, but that he didn't think the students are. "They get promised so many things that never happen. I don't think they'll believe in the renovations until they don't have to wear overcoats in classrooms anymore because the windows don't leak."

* SAFETY AND SECURITY

KEY QUESTION: Are safety and security concerns being resolved?

METHOD: Consultation with the monitor for safety and security, and on-site observation.

FINDINGS

The Headmaster reported that his main concern last year was safety and security, "getting control of the building." He reported that he published rules and security procedures for the school, so both students and teachers knew what was expected of them, and then enforced the rules consistently and firmly. When informed that Dorchester High School had the fifth highest suspension rates among high schools for last year, he indicated that the rate may have reflected his priority.

This procedure for discipline requires teacher involvement. The Headmaster said that one of the first things he did when becoming headmaster was to have a lot of telephones installed. Teachers are not allowed to refer students for discipline without evidence that they have first attempted to handle the problem on their own. Teachers are encouraged to call the parents of students before referring them; the Headmaster believes that this not only improves parent-school communication, but also makes discipline more effective since many students are deterred from misbehavior by the prospect that their parents will be informed. The Headmaster also relies heavily on parent conferences, often using them as an alternative to suspension.

The Headmaster is pleased with his security staff -- one sergeant and two officers; each of them has been at Dorchester High School at least two years. He says that the security staff has increased respect for authority among students as a result of the way they handle themselves. The teachers also respect the security staff, and always back up the officers, he said.

The Headmaster believes that it is important to have "alternative programs" available for students with repeated discipline violations, but noted that there are not enough "slots" available in the alternative program for Dorchester High School, and emphasized the need for more alternative schools and programs in the school system.

During two site visits to Dorchester High this fall, the atmosphere seemed both secure and quiet. Hallways were empty while classes were in session. Between classes, students were spirited but orderly. The monitor was in several classes briefly without Dorchester staff, and the students were polite and friendly. (See the separate report on safety and security for further information.)

* RECRUITMENT AND RETENTION

KEY QUESTION: Is the school effectively recruiting students. and are students being retained?

METHOD: Interview with the Headmaster.

According to the Headmaster, the Dorchester High School Development Officer did some recruiting last year, but it was the school's first attempt. He believes they will be able to do a much better job this year. With regard to retention rates, it is still too early in the school year for evaluation. Both recruiting and retention records will be examined closely during the next phase of monitoring.

See the discussion of recruitment in the section of this Report on "special desegregation schools".

JEREMIAH E BURKE HIGH SCHOOL

MANDATE

Draft Order of November 6, 1981: With respect to Burke, the Department of Implementation shall prepare three plans: a curricular program plan, a facility improvement plan, and a plan for staffing which fits the curricular program for Burke High School.

* CURRICULUM AND STAFFING

MONITORING OBJECTIVE: Are curriculum revisions and staffing patterns consistent with the special desegregation plans submitted to the Court?

METHOD: Interviews with Headmaster and curriculum consultant.

FINDINGS

According to the Headmaster, the Boston School Department has responded to all his requests for staff. He is short one math teacher -- but has been told there aren't any to be had in the system.

The special desegregation plan for the Burke included provisions for two new programs: Commumications Arts and

Computers. According to the Headmaster, the Communication Arts program has been reduced to a Theatre Arts program, which uses 636 funds and has a permanent staff. He believes that the communications arts plan was too complex, and he had serious difficulties putting together a teaching staff appropriate for the program.

The computer program seems to be going well. The monitors interviewed the liaison from the University of Massachusetts (636-funded, university pairing) responsible for establishing the computer program at the Burke. He stated that the computer program has two strands: business education and computer science. He has already revised the entire business curriculum to accommodate the new computers, and is now establishing a computer-assisted learning lab for all teachers to use.

He also worked with the Burke last year, when a successful in-service training involving computers resulted in the Burke's having the highest percentage of computer-trained teachers in the system. The first semester of this training was after school and entirely voluntary -- but attendance was good. During the second semester, teachers received credit for attendance. He reports that teacher enthusiasm for computers is high -- a result of both the teachers' initiative and the administration's commitment to providing training and technical assistance.

It must be noted, however, that the intent of the special desegregation plan -- that new and unique programs be developed to improve the quality of the school and attract new students -- has not been fulfilled. The pared-down Theatre Arts program seems to function more as an interesting elective for Burke students, and its future and purpose are uncertain. The computer program, while it certainly seems to be good, is not unique -- all Boston high schools are "computerizing."

* CAPITAL IMPROVEMENTS

KEY QUESTION: To what extent have the facility improvements cited in the plan submitted to the Court been undertaken and completed?

METHOD: Review of written documents submitted to monitors for school facilities, and on-site observation.

FINDINGS

It was anticipated that the facility improvements would be made during the summer vacation, 1983. At the time of the monitors' interview with the Headmaster, no improvements had begun. The Headmaster expressed impatience, noting especially that the Burke's accreditation from the New England Association of Schools and Colleges was being held up by because the current facilities are unacceptable. In general, the lack of progress on renovations seems to be further evidence to students and staff that the Boston School Department is planning to abandon the Burke.

Inquiry into the status of the renovations revealed that the cause of the delay is the failure, thus far, of the Public Facilities Department to obtain the certifications necessary to present their application to the Board of Education. These certifications will not be ready for action by the Board until January, at the earliest. It must be concluded that the City of Boston Public Facilities Department has not fulfilled its obligations under this part of the special desegregation plan in a timely manner.

* RECRUITMENT AND RETENTION

KEY QUESTION: Is the school effectively recruiting students, and are students being retained?

METHOD: Interview with Headmaster.

FINDINGS

The Burke has an energetic School Development Officer, who will be responsible for recruiting. She appears to have a close working relationship with the Burke's business and institutional partners, so it is anticipated that the recruiting will be vigorous. Both recruiting and retention will be monitored during the next months.

See the discussion of recruitment in the section of this Report on "special desegregation schools".

KEY QUESTION: What are the procedures used to assign students to the 9th grade?

METHOD: Interview with Headmaster.

Difficulties arose last Spring in connection with the assignment of new ninth graders to Burke (and, to some extent, to Dorchester); the issues are discussed at some length in the section of this Report on "special desegregation schools". The size of the ninth grade is much larger than originally projected in part because of new assignments and in part because of non-promotion of many students.

The Headmaster was pleased that the size of the freshman class at Burke was increased from 89 to 207. The increase helped allay fears that the Burke was being abandoned: "Everybody believed that the small freshman class meant that the Burke was going to be closed."

He made several comments regarding the results of the assignment procedure at the Burke which identified ways in which the assignment procedure and special desegregation affect each other. First, he noted that of the 148 newly-assigned freshmen at the Burke, only 54 came from the Burke's traditional feeder schools, Cleveland and Wilson. As a result the freshmen clusters (introduced as part of the special desegregation plan), which were successful last year in part because the students all knew each other from middle school, did not work well this year. The Headmaster also noted that there were 284 new students (all grades) assigned to the Burke this year; only Madison Park had a higher number, he said. Since new students arrive without schedules, programs, etc, high numbers of them create many problems during the opening days of school.

The last report noted that a small ninth grade (as originally projected) might be an opportunity to strengthen the educational program of the Burke, if staffing was not correspondingly reduced. The demand which emerged in several quarters, in May and June, for assignment of additional students was responded to by the Department of Implementation, but not without creating other kinds of problems.

* MID-TERM SOCIAL PROMOTIONS

KEY QUESTION: Are mid-term social promotions decreasing?

METHOD: Interview with Headmaster.

The Headmaster stated that District V has agreed that there will not be any promotions of students to the 9th grade except during the summer.

** RECOMMENDATIONS

Dorchester High School

1. Proposals to remove magnet vocational education programs from Dorchester should be evaluated for their impact on special desegregation efforts in that school.

2. Arrangements should be made to ensure that there is adequate supervision of cooperative education magnet students who are, or are eligible to be, placed in work sites.

3. Arrangements should be made to ensure that there will be adequate transportation for the Health Careers Magnet's plans to provide extensive clinical site observation for participating students.

Burke High School

1. The City of Boston Public Facilities Department should ensure that the renovations called for in the special desegration plan submitted to the Court are undertaken immediately.

2. The Boston School Department should develop and propose a new magnet program to replace and serve the same function as the Communication Arts Program.

Judith C. Taylor
December 1983

THE SCHOOL COMMITTEE OF THE CITY OF BOSTON

83-692

Encl #1

BOSTON PUBLIC SCHOOLS
EDUCATION/EMPLOYMENT
JAMES A. CARADONIO Director

November 28, 1983

MEMORANDUM TO: Dr. Robert Spillane, Superintendent
FROM: Jim Caradonio, Director, Education & Employment
RE: Future of vocational programs

The Department of Implementation has requested changes in the student assignment booklet. In order to finalize the courses offered for 1984-85, I recommend the following:

1. Automotive/Brighton High: No changes.

2. Agribusiness/West Roxbury: No changes.

3. Machine Shop/Hyde Park: No changes.

* 4. Machine Shop/East Boston: No changes.
(No new students will be admitted to this program. Existing students will return to complete their studies. Until we study all our machine programs and complete a labor market study, we will maintain the status quo.)

5. Dorchester High School

   a) Upholstery: Drop the program. Last year no new students were admitted. Current enrollment: 12 students. Last year we clearly indicted that we were phasing this program out. Labor market needs for upholstery workers remains low. We shall proceed with our plan to drop this program.

   b) Woodworking: Begin to phase program out. Do not admit new students (9th & 10th grade). Existing students return to complete their studies. By September, 1985, the program will terminate. (Rationale: low labor market demand.)

Dorchester can shift resources (staff salaries and supplies) to:

1) Increase Health Magnet
2) Upgrade Business Education (add computers and Word Processing)
3) Assume costs for Urban Retrofit program. (In June 1984, the third year of the funded retrofit program will end. The State requires Boston to continue this program with GSP funds.)

Students who wish to study woodworking can do so at the small program we will offer at the Humphrey Center. This one small program corresponds to labor market needs.

The Federal Court mandates that the Upholstery program and Woodworking programs be transferred from Dorchester to the Humphrey Center. The programs will no longer operate at Dorchester; we do not need to transfer them to the Center. We must phase out these programs since they are outdated.

I expect opposition from District V, Dorchester, and community groups.

On November 29, I am meeting with District V and Dorchester High staff to discuss the future of programs at Dorchester.

If you do not approve of these recommendations, please contact me. Otherwise, I will proceed to implement these program directions.

/n

c: Oliver Lancaster
Robert Peterkin
Rosemarie Rosen
John Coakley
Joyce Malyn-Smith
Frank Laquidara
Clifford Janey

MASSACHUSETTS DEPARTMENT OF EDUCATION
BUREAU OF EQUAL EDUCATIONAL OPPORTUNITY

Analysis of Fall 1983 Enrollment: EAST BOSTON BUSINESS MAGNET

MANDATE

Order of May 6, 1978: East Boston High shall...be desegregated in accordance with plans to be formulated by the parties and submitted to the court....

* CURRICULUM OF THE BUSINESS MAGNET PROGRAM

KEY QUESTION: What is the curriculum of the business magnet program and does it comply with the court-approved plan?

METHOD: The monitors visited the Business Magnet, and asked to review curricula.

OVERVIEW

The "Freshman Cluster"

The plan submitted by the Boston School Department for a Business Magnet at East Boston High School had two parts. (1) The first part proposed a "freshman cluster" that would integrate incoming students from District VIII and students recruited to the Business Magnet . It would have its own permanent staff of teachers and aides (including a minority aide) and would occupy a distinct section of the high school building. The purpose of the cluster would be "to establish a climate for learning, and motivation, through a program of instructional support activities such as team teaching, tutoring and field trips." Teachers were to be available for one hour after school four days a week to contact parents, counsel and tutor students and plan cluster activities. The cluster classrooms were to be equipped with special educational equipment and support materials such as minority texts and magazines.

"Salable Commercial Skills"

(2) The second phase of the Business Magnet was to be based on "a magnet theme of salable commercial skills." Students could select from four areas: legal secretary, medical secretary, computerized bookkeeping and court stenography. "Substantial number[s]" of Business Magnet students would be assured slots in a Vocational Work Study

Program. Finally, a specified number of students would be assured seats in the Boston Business School for grade 13.

FINDINGS

There is no freshman cluster, and consequently no special classrooms, no special staff, no aides (minority or otherwise). Freshmen Business Magnet students are all assigned to the same schedule, which is substantially the same as the schedule for "regular" business majors at the high school.

[A freshman remedial reading program, funded through Chapter 636, has been available for some time; it is intended to promote integration by having white and minority students attend the same class. Previously, only students requiring remedial assistance were assigned to the program. This year, because only 28 of the incoming freshmen read at or above grade level, all freshmen were assigned to the program. Unfortunately, the program is now structured so that each freshman receives one semester of reading and one semester of career exploratory. Consequently the program is not available to students on an "as-needed" basis.]

The Business Magnet majors have also been modified; they are now: legal/medical clerical, legal/medical secretary, reprographics and computer-oriented accounting. The clerical major is less demanding than the secretary major as it does not require stenography. Only two classes distinguish the legal/medical secretary major from the regular business major: a 10th grade legal/medical terminology/office procedures class, and an 11th grade legal/medical typing class.

Each of the four magnet majors is composed of core courses attended by all business majors (e.g., typing) and magnet courses -- such as the legal/medical typing class -- which are attended only by magnet students. Conversely, there are regular programs that are off bounds to magnet students.

The claim that "reprographics" is a major seems inflated. Its students major in office reproduction equipment, including a xerox machine, a collator, a stapler, and an offset duplicator. The instructor said he also teaches "some layout and proofreading." It is difficult to imagine that the students require a three-year major to master these reproduction machines. The program could be a sound one if it actually taught the skills of layout and proofreading in an office context, but it lacks the necessary equipment, and there was no indication that students received intensive instruction in the proofreading/editing skills that many offices would find valuable.

The computer-oriented accounting major sounds more promising, especially since East Boston High School now has computers. However, the Math Department has taken the lead in establishing a computer program at East Boston High School, and the extent of involvement by the Business Department is unclear.

Planning and Leadership

The Business Magnet is directed by the head of the Business Department. She is actually in charge of three programs: Business Magnet, regular business and college business. As a result of fiscal cutbacks, she is also responsible for teaching some business courses. Aside from the Director and the Business Department teachers, there are no additional Business Magnet staff.

These demands on the time of the Business Magnet director have the inevitable result of denying her the time to develop an excellent program. For example, she has not been able to arrange any training in computers for the business department staff. Nor has she had time to assist staff in developing curricula. She has just this year asked the Business Department staff to prepare outlines of their curricula; there were no curricula for the monitors to examine. The director did note that special curricula were originally prepared for the Business Magnet, but they were never used: "they would probably be great, if we had any money."

When asked whether she had developed proposals for funds to enhance and/or evaluate the program, the director indicated that her responsibilities deny her the time. The program used to benefit from ESAA funds and an annual Chapter 636 grant to recruit students, but at present does not receive any outside funds. (Chapter 636 funds were provided for recruiting, and withdrawn when it became clear that more than enough students were coming to the Business Magnet through the assignemtn procedure. ESAA funds merged into a block grant whose fund are available to the Boston School Department; apparently the Business Magnet did not benefit from block grant funds.) It should be noted that an original condition on the Business Magnet was that it should not rely on "soft" money. The School Department has complied, using local funds to support the program. This support, however, seems to be minimal.

The entire business department suffers from fragmentation. Business Magnet students are in one section and can avail themselves only of its four majors. Regular students are in the other two sections, potentially benefitting from their "college" component or their data processing component, but unable to take advantage of the Business Magnet's majors. [In order for students to cross these program lines, they would have to request, and receive, a transfer from the District IX Business Magnet program to the District VIII East Boston High School regular program.]

Finally, the Business Magnet seems to suffer from administrative neglect and disdain. For example, an East Boston High School administrator inadvertantly referred to the Business Magnet as "transitional," in a context where it was clear that he meant academically weak. He was referring to the Department of Implementation's insistence on honoring requests from magnet machine shop students to transfer to the regular program at East Boston. This administrator indicated that he thought it would be more appropriate to transfer the machine shop students, with their poor academic skills, to the Business Magnet. The implication was that he considered the Business Magnet students and/or program to be academically inferior to the regular program.

Implications

It should be remembered that after the magnet machine shop is phased out, the Business Magnet will be the only manifestation of desegregation in East Boston High School. The School Department's commitment to the program has shrunk to maintaining a part-time director who lacks both the time and resources to upgrade or evaluate the program.

The Business Magnet is a predominantly minority female program. It could become a valuable resource for ensuring the access of minority females to secure employment and/or advanced training. However, competition for employment and training slots will be intense, and there is little to suggest that the Business Magnet will provide any competitive edge to its graduates. Most students could have remained in their district high schools and received a comparable business education training (or, in some cases, better training, since a number of other high schools are pursuing curriculum revision and staff development more vigorously than has East Boston High School). The implicit promise held out by a magnet program -- that it will provide training/education that is more specialized and of higher quality than local schools can offer -- is not realized by the East Boston High School Business Magnet.

* RETENTION AND JOB PLACEMENT RATES

KEY QUESTION: What are the retention rate and the job placement rate of the business magnet program?

METHOD: The monitors requested from East Boston High School the retention rate for Business Magnet students, the rate of placement of graduates in jobs, and information regarding placement of students in work experience sites.

OVERVIEW

The plan submitted by the Boston School Department to the Court for the East Boston High School Business Magnet specifically promised special arrangements for work-site experience and for post-graduate training. The promised "slots" at Boston Business School have never materialized. Furthermore, the Business Magnet program has not taken direct responsibility for ensuring work-site experience.

While the plan did not specifically promise to monitor retention and job placement rates, such evaluative procedures should be automatically included in any well-run special program -- and job placement rates are a significant criterion used to evaulate any employment-training program.

FINDINGS

The Director of the Business Magnet does not collect or analyze such data herself. The monitors were told that the Guidance department would have any retention data that were available, and that two other staff persons might have information concerning placement in cooperative work sites and information concerning placement in jobs.

East Boston High School did respond to questions regarding retention and placement rates in a letter dated November 21, 1983 (see attachment). According to the letter, the Business Magnet does not collect data regarding retention in program, but the Headmaster estimated that the retention rate is 25% (on average, the number of seniors is approximately one quarter the number of freshmen in any given year).

According to the same letter, there are now 14 Business Magnet students participating in work settings. It should be noted that the job descriptions for 5 of these students are unrelated to the training offered by the Business Magnet: cook, bus person, sanitation controller.

Finally, the letter states that "placement of graduates is not a part of the [Business Magnet] program. Many times, of course, the availability of jobs does come to the attention of the Guidance Department, and these jobs are made known to all students." The Headmaster does point out in his letter that the special desegregation plan for the East Boston High School Business Magnet did not promise that job placement would be a part of the program.

Implications

The Boston School Department has failed to supply sufficient support to the Business Magnet program to ensure that (1) minimal evaluation procedures can be carried out, (2) students are retained in the program, (3) appropriate work sites are developed for qualified students, and (4) students are indeed trained in "salable commercial skills," measured by job placement rates.

* ASSIGNMENT AND TRANSFER POLICIES

KEY QUESTION: How has Boston re-evaluated its assignment and transfer policies between the business magnet program and the rest of East Boston High School, as suggested in the last Report?

METHOD: The monitors submitted a written request to the Department of Implementation for clarification of its policies.

FINDINGS

In a memorandum dated September 29, 1983, John Coakley of the Department of Implementation stated that the Boston School Department's policy regarding transfers out of the Business Magnet is as follows: Minority students may request a transfer from the Business Magnet to the regular education component of East Boston High School, and "will receive such a transfer." Furthermore, "the Department of Implementation has asserted that black and other minority students seeking to transfer out of either specialized program at East Boston High School [Business Magnet or Cooperative Vocational Education Program] must be advised of their rights to transfer into the regular education component." White students requesting such transfers cannot, on the other hand, be guaranteed seats in the regular component of East Boston High School on account of the racial/ethnic percentage goals for East Boston High School. Usually the regular education component is closed to white students after the Spring Assignment Process, according to Mr. Coakley, and white students requesting transfers will usually receive assignments/transfers to English High School, Madison Park High School or possibly Boston High School.

One problem remains in this regard: monitoring transfers. The Department of Education's monitoring plan originally requested that East Boston High School officials maintain a log of all requests to transfer from the Business Magnet to the regular education component of East Boston High School. However, the Headmaster of East Boston High School informed the Departmental monitor that he never sees such requests -- they are sent directly to the Department of Implementation.

* PARENT/COMMUNITY MONITORING

KEY QUESTION: How effective is the parent/community monitoring required by the Court-approved plan?

METHOD: The monitor for student/parent councils conferred with the Executive Director of the Citywide Parent Council.

OVERVIEW

On January 3, 1979, the Court ordered that "the functions heretofore performed by the SMB [Special Monitoring Board]...shall be transferred to and assumed by CDAC VIII and the REPC" upon dissolution of the Special Monitoring Board. As related in the July report to the Court, monitoring had been carried out by parent/community councils for several years, but had become negligible in recent years, perhaps as a result of the loss of ESAA funds.

FINDINGS

During this monitoring period, the Department contacted the Citywide Parents Council, and stressed its obligation to monitor the East Boston High School Business Magnet The CPC has assured the Department that it will carry out this responsibility; the Department will, in turn, monitor the Citywide Parents Council efforts.

RECOMMENDATIONS

1. The Boston School Department should improve significantly the content of the Business Magnet at East Boston High School and enhance its administrative structure.

2. The Boston School Department should take steps to ensure that data are systematically collected for (1) retention of students in the program, (2) placement of students in work-sites during their training, and (3) placement of graduates in related employment and post-graduate training.

3. The Boston School Department should develop and implement a procedure for keeping a record of requests from Business Magnet students to transfer to the regular education component of East Boston High School.

4. The Citywide Parents Council should undertake monitoring of the Business Magnet.

Judith C. Taylor
December 1983

THE SCHOOL COMMITTEE OF THE CITY OF BOSTON

BOSTON PUBLIC SCHOOLS
DEPARTMENT OF IMPLEMENTATION
John R. Coakley, Senior Officer

September 29, 1983

M E M O R A N D U M

TO: Charles Glenn

FROM: John Coakley John Coakley

SUBJECT: A Partial Response to Monitoring Data Request (9/7/83) - Special Desegregation (9)

By this stage in the process of responding to your data monitoring request of 9/7/83 I feel that half of my September salary should be paid by the Board of Education. This paper is only a partial response to Special Desegregation (9).

The practice of the Department of Implementation on behalf of the Boston Public Schools for assignments into East Boston High School's Business Education Magnet is as follows:

1. The enrollment of the program must reflect the racial/ethnic percentage goals for high schools of District IX. Note that these goals are dramatically different from the allowable goals for the regular education component of District VIII's East Boston High School. Assignments or transfers into the program must reflect the District IX high school high-low percentages.

2. Transfers out of the program are allowed at any time although a conscious effort is made to limit the actual processing to occur at the end of a given marking period.

    a) A white student seeking to transfer out of the East Boston Business Magnet is not guaranteed a seat in the regular education component of East Boston High School. Rather, in common with all other East Boston residents seeking a high school seat, he is allowed to express preference or preferences but is dependent on DI assignment decisions. Note that usually East Boston High School's regular education component is closed to white students after the Spring Assignment Process; such students usually receive assignments/transfers to English High School, Madison Park High School or possibly Boston High School.

b) A black or other minority student seeking to transfer out of the East Boston Business Magnet (or the East Boston Cooperative Vocational Education Program) may request to transfer to the regular education component of East Boston High School. He will receive such a transfer. I have re-affirmed this practice to Department of Implementation staff and to the Community Superintendent of District VIII. Such practice is justified on the basis of Note 5 in the modification of student assignment orders, approved by the Court on March 24, 1982. (Reference page 181 of your Monitoring Report - Volume II.) The Department of Implementation has asserted that black and other minority students seeking to transfer out of either specialized program at East Boston High School must be advised of their rights to transfer into the regular education component. Only recently, our staff monitored and enforced that ruling. (Reference Dr. Ellison.)

mm
cc: Office of Superintendent
Robert Peterkin
Catherine Ellison

THE SCHOOL COMMITTEE OF THE CITY OF BOSTON

BOSTON PUBLIC SCHOOLS
EAST BOSTON HIGH SCHOOL

JOHN A. POTO
Headmaster
Jane O'Leary
Acting Assistant Headmaster

November 21, 1983

Ms. Judith C. Taylor
Bureau of Equal Educational Opportunity
Commonwealth of Massachusetts
Dept. of Education
1385 Hancock Street
Quincy, MA. 02169

Dear Ms. Taylor:

With reference to your letter of November 1 regarding your monitoring of the Business Magnet Program at East Boston High School, herewith is the information for which you asked.

1. Retention Rate

The retention rate for Business Magnet students averages approximately 25%. For example, the number of students entering Grade 9 for 1983-84 school year is approximately 120. This is about average for each year. The number who are currently in their senior year is 28. In the earlier years, the retention may have been slightly higher.

A followup study was planned a few years ago in order to determine where the Magnet students went when they left East Boston High. Due to the withdrawal of Federal funds and to teacher shortage which resulted in the Magnet Coordinator returning full time to the classroom, the followup study could not be undertaken. However, just from observation and talking with students during the school year, such reasons as moving to another place or not wanting to take the bus ride to East Boston would certainly seem to prevail over the reason of being dissatisfied with the program. Those students who remain here seem to think highly of the program. This is evidenced by the fact that many of our freshmen are friends and relatives of students who have been here in the program.

2. Students Participating in Work Settings

Ellen Barbetta - Mass. General Hospital - Secretary
Vicki Brown - Filene's - Stock Clerk
Lena Campbell - Boston Five Bank - Clerk

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Students Participating in Work Settings (Continued)

Benita Connolly - Liberty Mutual - Clerk Typist
Hermania Cooper - McDonald's - Cashier
Elvira Federico - Lucia Restaurant - Bus Person
Shaunette Fitzpatrick - Dimmock Health Clinic - File Clerk
Clynder Moody - Harvard University - Sanitation Controller
Denise Parham - Northeastern University - Food Service
Paula Romano - Burger King - Cashier
Tracey Smallwood - JFK Building - Asst. Timekeeper
Vincenzo Valenti - Logan Hilton - Cook
Troy Wilson - Federal Reserve Bank - Sanitation Controller
Cheryl Martin - Burger King - Cook

The other Business Magnet seniors are still seeking employment.

3. Job Placement for Graduates

Job placement was to have been a part of the Business Magnet Program only insofar as senior-year placement. Before funds through the Emergency School Aid Act were discontinued, the Magnet Program had a job-placement person for this specific reason. Subsequently, placement during the course of the school year has been made whenever possible. However, placement of graduates is not a part of the program. Many times, of course, the availability of jobs does come to the attention of the Guidance Department, and these jobs are made known to all students.

Some of the higher achieving Magnet graduates who do not go on to school are able to get office jobs. A number of the graduates have been able to go on to either junior colleges or a regular four-year college, while some of the male students, unable to find jobs, have gone into the military service.

I do hope the above will supply you with some of the information which you are seeking. We are planning to institute a form this year which would help us to know what the plans of the seniors are after graduation. In this way, we should have a better idea of what Business Magnet students hope to do once they have completed high school.

Sincerely yours,

John B. Poto

John A. Poto
Headmaster

Special Desegregation Measures: Examination Schools

OVERVIEW

The Spring 1983 Report noted a disproportionate attrition rate among Black and Hispanic students assigned to Boston Latin School and Latin Academy, and a disproportionate suspension rate for Black students at Boston Latin School. These issues were made a primary focus of Fall 1983 monitoring.

The review was conducted by Franklin Banks, Office of the Commissioner; Dan French, Student Services; Nan Stein, Civil Rights Specialist; and Maureen Wark, Equal Educational Opportunity.

The problem of attrition seems to be most severe at Boston Latin School. Black and Hispanic students constitute 24% of enrollment but 46% of all withdrawals and transfers. At Boston Technical High, by contrast, Black and Hispanic students constitute 54% of enrollment but only 48% of all withdrawals and transfers.

Of particular significance are the transfers from the two Latin schools to other Boston public schools. Blacks comprise 71% and Hispanics 63% of such transfers. Most of these transfers are described as "programmatic", leaving open the question of precise motivation. The next stage of monitoring will seek, through interviews with former Boston Latin School and Latin Academy students, to determine more clearly what factors led to the transfer.

The first focus of monitoring has been upon the classes in grades 4, 5 and 6 for academically talented students. How are students selected for participation in these programs, to what extent does such participation prepare them for success in the examination schools, and how complete and helpful is the information which they and their parents receive about what will be expected of them if they attend examination schools?

The monitors were told, by an assistant headmaster at Boston Latin School, that many parochial and private schools do a better job of preparing students for success in the examination schools than do Boston public middle schools. The chart which follows shows that white students are disproportionately prepared by non-public schools, which may give them an advantage to the extent that this observation is accurate.

Seventh Grade Enrollment: Latin School and Latin Academy

	Black/Hispanic	White/Asian	Total
From Public Schools	187 (74%)	190 (45%)	377 (56%)
From Non-Pub Schools	67 (26%)	232 (55%)	299 (44%)

A second focus of monitoring has been upon the orientation programs put on by each of the three examination schools in the summer prior to admission and the early identification of those students who will require additional academic support.

A third focus has been upon the remediation and counselling available to students experiencing academic or social difficulties in the examination schools, including the role of guidance staff.

A fourth focus has been upon issues of discipline and attendance which may have implications for the disproportionate attrition rate among Black and Hispanic students.

Future monitoring will look in more detail at support services, and will seek more precise information through interviews with minority students formerly and presently in the three schools.

During the course of the monitoring this Fall the problem of language support for students from homes where English is not the primary language emerged as especially critical. Commissioner Lawson brought the urgency of this problem to Superintendent Spillane's attention, and there is evidence that progress has been made in recent weeks.

PREPARATION AND ORIENTATION

Question: How are students attending Boston Public Schools prepared to succeed in the examination schools and how are they oriented to the academic and other requirements of these schools?

Monitoring Process: Monitors observed part of the orientation sessions held for incoming students at Boston Latin Academy and Boston Technical High. Monitors interviewed staff involved with orientation programs at all their examination schools, and collected samples of curricula, attendance records, schedules and other relevant data.

Monitors also visited five of the advanced work classes and academically talented sections: The Murphy School (AWC), the Hennigan School (regular and bilingual AWC), the Mackey Middle School (bilingual ATS), the McCormack Middle School (ATS) and the Thompson Middle School (ATS). AWC/ATS teachers and the Headmasters/Headmastresses were interviewed at these schools. The citywide director of the AWC/ATS program, Joanne McManus, was interviewed, and provided much written and verbal information on the present operation of the program and plans for its future.

Findings: Advanced Work Classes and Academically Talented Sections

The citywide programs for academically able students, the Advanced Work Classes (AWC: grades four and five) and Academically Talented Sections (ATS: grade six) are designed to prepare some of the students in each district for entry into the examination schools. This is evident from the fact that the programs go only through sixth grade, with Boston Latin School and Latin Academy admitting students in grade seven. The system does not provide a continuation program in the middle schools in grades seven and eight for students who have not been admitted or who have chosen not to attend the exam schools, though note that a few schools have developed such programs with external funding.

There is one AWC in an elementary school in each district, and one ATS in a middle school in each district, with the exception of citywide District IX. The citywide district has two schools housing AWCs (one includes a Spanish bilingual AWC) and two middle schools housing ATSs (one is exclusively Spanish bilingual).

Students from the sixth grade Academically Talented Sections in each district are encouraged to take the SSAT in October for entry into one of the Latin Schools in grade seven.

Assignment to AWC/ATS

Students are selected for the AWC/ATS on the basis of Reading and Math scores on the Metropolitan Achievement Tests administered in grade three. Within each district, students scoring in the top thirtieth percent (using a combined reading and math score) within each racial category are sent invitations. Invitations are limited by the number of seats available (5% of each district) within each district. Acceptance of invitations often means transferring students from one geocoded elementary school to another school housing the Advanced Work Class in the district. Once enrolled, the only way a student can be removed is through parental request.

Admissions Standards

There is general consensus among program administrators, teachers and affiliated staff that the selection criteria for AWC/ATS are inadequate. The inadequacies are most often described by AWC/ATS teachers in terms of the inclusion of some students who fail to demonstrate high academic ability, and the exclusion of other students who have demonstrated this high potential. Some of these inadequacies are clearly focused on the selection process by racial categories; in some districts high-achieving white females are at a clear disadvantage for admission while some minority students, scoring below grade level in reading, are sometimes included.

Teachers have also cited cases of high achieving minority students who have been excluded because of a low score on the Metropolitan on that particular occasion.

The sole use of achievement test scores to identify students with high intellectual or academic potential is considered archair and inappropriate by national standards. This identification method clearly excludes students who (1) may have high potential but lack test-taking skills, (2) students who have psychological blocks to all testing, and (3) students who may not feel well the day the test is administered. The Metropolitan Achievement Test is also just that--an achievement test--niether an aptitude test nor a test of native ability. In the case of some minority students, the issue of culture-bias on some test items may also work to their disadvantage and not provide a true picture of either achievement or ability.

While AWC/ATS administrators and the Department of Implementation are aware of most of these inadequacies, and have piloted alternate selection procedures, they have not yet proposed a replacement for the inadequate criteria now being used. Other urban school systems in Massachusetts have moved ahead in this respect, to identify and serve academically able minority students.

The most serious questions about the adequacy of both the AWC/ATS selection process and the operation of the program surface in examining the track record of the AWC/ATS programs in getting students into the Latin schools (see Appendix I). Less than half (47%) of the Boston Public School students who entered the seventh grade (1983) at the two Latin schools, came from AWC/ATS programs. Only 40% of the Black Boston Public School students entering the seventh grade at the Latin Schools came from AWC/ATS programs. Only 179 out of 341 ATS students were accepted into the Latin Schools. This is a poor track record for a program which was designed to (1) identify and serve the educational needs of all students with high academic ability and (2) prepare them for success at the examination schools.

[Mr. Coakley has pointed out that not all ATS students apply to attend the Latin Schools.].

Transfers

Teachers have also cited difficulties in convincing the parents of 'inappropriately' assigned students, especially students who are unhappy and frustrated in class, to transfer them back to the regular program. Sometimes students are allowed to experience failure for a year or more before their parents are convinced.

On the other hand, it is apparently difficult to get academically able students, enrolling in a school in mid-year, and/or students who have not taken the Metropolitan, into empty AWC/ATS slots.

Curriculum and Staff Development

It is evident from the sample of AWC/ATS programs visited that there is no clear curriculum, consistently implemented by all AWC/ATS teachers. In some cases even the new citywide curricula are not being followed, and in others there is no evidence of differentiated curricula for academically able students. This leads to instances in which AWC/ATS classes are merely groupings of the higher scorers on the Metropolitan Achievement Test within each district. On the other hand some AWC/ATS schools have made great efforts to provide an appropriately differentiated curriculum to assigned students.

The degree to which a specific differentiated curriculum has been developed and is being used is more a function of the school which houses the particular AWC or ATS program and the administrative and teaching leadership in that school, than of any citywide curriculum or program mandate. While the past AWC/ATS citywide director has developed an "Activity Resource Handbook" (1981) which has been distributed to all AWC/ATS teachers, it is unknown or rarely referred to in some schools.

This handbook, which is not a curriculum but a series of strategies and a list of materials for approaching existing curriculua in ways appropriate to the needs of gifted students, was developed and explained in a series of workshops for AWC/ATS teachers and other teachers of gifted programs. Attendance at these workshops was optional, and many AWC/ATS teachers, particularly bilingual AWC/ATS teachers, did not attend any of these workshops.

Bilingual AWC/ATS

While there are clearly some excellent teachers involved in aspects of the Hispanic bilingual AWC/ATS, as a whole the program, like other AWC/ATS programs, lacks a clear focus. The bilingual ATS (gr. 6) students are mixed and leveled with all other bilingual sixth, seventh and eighth-grades in the school, and there is, in effect, no specific ATS program beyond a selection process. The bilingual coordinator for the ATS middle school reports that he has received no direction from either AWC/ATS administrators or the bilingual department in appropriately serving ATS bilingual students.

Another issue of concern is whether bilingual students are prepared to function successfully in non-bilingual classes at the examination schools (there are now no bilingual or ESL services at any of the examination schools). Monitors observed too many AWC/ATS classes conducted entirely in Spanish, and interviewed some instructors whose command of English was imperfect. How can students coming out of such a program be expected to succeed in highly competitive classes conducted solely in English at the Latin Schools? There is no apparent emphasis placed on helping students make this transition.

AWC/STS Preparation for Examination Schools

Examination school administrators and teachers complained that too many incoming students, especially those from some Boston Public Schools, have not developed the study habits and other disciples necessary for success at the examination schools. They also complained that some students do not have a solid enough foundation in grammar and other basic skills to ensure their success in learning Latin, writing papers for courses, and math. However, there is no communication link or forum by which these kinds of concerns are communicated routinely to AWC/ATS staff. A few AWC/ATS teachers have, on their own, found out what skills are expected of students at the Latin Schools, and have altered their programs accordingly. Most apparently have not.

The AWC/ATS programs which have established some of these communication links have:

1. incorporated increasing amounts of homework (some at least 1½ or 2 hours per night) through grade six;
2. placed great emphasis on writing, and given regular writing assignments, requiring complete, grammatically correct sentences;
3. incorporated study skills instruction into all aspects of the curriculum;
4. placed great emphasis on reading, both recreational and school-related;
5. prepared students to take the SSAT;
6. emphasized the development of self-directed learning skills in all parts of the curriculum;
7. communicated with parents about exam school expectations and ways to support their children when they are enrolled;
8. stressed positive self-image in a variety of ways.

Even with this kind of preparation in some ATS programs, teachers report students returning from the Latin Schools discouraged by the amount of homework, the lack of free time, and the intensity of learning and competition. The return of students with complaints of this sort appear to be much higher at schools where Latin School expectations have not been already built into the curriculum. More specific data on each school's program and its record of students admitted to and remaining in exam schools will be included in the next report.

Plans for the Future of AWC/ATS

The oparating plans developed by the AWC/ATS program director recognize most of the problems and inadequacies cited in these findings, and include activities designed to remedy them. In particular, the plans focus on:

- improving the selection process by incorporating multiple criteria
- providing continuty and consistency in curricula
- improving staff development
- developing other options for academically talented students (and their parents) not desiring a 'classical education' at the Latin Schools
- creating and expanding links between all programs in the city serving gifted and academically able students
- better informing parents of gifted options and academic expectations
- expanding the range of gifted programs to include arts, kinesthetics and sciences.

This plan is an admirable one and is wholly consistent with the position paper accepted and approved by the School Committee two years ago, which has yet to be implemented. In order to give life to what is described in the position paper and to carry out this plan for the AWC/ATS program, aggressive and active promotion of change is needed from the highest levels of Boston Public Administration.

Recommendations

1. The School Department should develop and implement a better method of selecting students for AWC/ATS - a method which uses multiple criteria including some subjective data (e.g., teacher and parent checklists).

2. The School Department should develop a consistent and appropriate curriculum for this program, including learning objectives consistent with examination school requirements.

3. The School Department should create strong communication links between the examination schools and the AWC/ATS programs. Sharing of curricula, academic and other expectations, and information on student outcomes must be a part of this communication.

4. The School Department should develop a consistent approach to staff development for the program, utilizing the latest in reasearch and models of academically giften programs. Training should be required of all teachers in the program.

5. The School Department should develop and implement a clear and consistent evaluation process.

6. The School Department should provide better information for parents of AWC/ATS invitees about the goals of the AWC/ATS and its relation to the exam schools, in several languages. It should also provide more information about what students may expect at examination schools.

7. For the bilingual component of this program to be effective, it must be tied more closely to the non-bilingual program, with equal emphasis on staff development, and with more time devoted to speaking and writing English, especially in the sixth grade.

Findings: Orientation Programs

Each of the examination schools offers an orientation program for incoming students. Boston Latin Academy's orientation is the last two weeks before school begins. The Boston Latin School's orientation is the first three weeks in August, and Boston Technical High provided a three-day orientation in the week before school begins.

Boston Latin Academy

Boston Latin Academy offers a very structured orientation in which students are academically engaged in English, Math, and Study Skills courses from 9:00 until 12:00 each day. This program is designed to (1) provide refreshment of skills already learned, (2) diagnose areas of weakness, and (3) prepare students for the kinds of skills they will need as seventh or ninth graders. Students who are diagnosed as deficient in the skills assessed are referred to tutoring and the other support services provided. The Regis College collaboration is responsible for the study skills curriculum and other aspects of the orientation. Students are given pre and post tests for all three courses. Staff are regular Boston Latin Academy staff, with some emphasis placed on the involvement of minority staff. The program served 153 students in 1983, 74 White, 64 Black and Hispanic and 15 Asian.

Boston Latin School

Boston Latin School provided a three-week orientation, beginning in early August, called the 'Boston Latin School Enrichment Program.' The program went from 9:00 to 12:00 each weekday, and included course work in English, Math and Study Skills as well as an introduction to the school facility, school policies, regulations and the discipline code. Students diagnosed as having skills deficits were referred to the guidance office for additional help in the Fall.

Teachers in areas in which a student had a skills' deficit were also notified of potential problems. The program served 336 students: 173 White, 94 Black, and 69 other minority.

Boston Technical High

The orientation provided for incoming students (grades 9 and 10) lasted only three days this year. In the past, orientation has lasted a week, but a reduction in program funds has necessitated this curtailment. Students were provided very brief reviews of skills they were supposed to have learned, a brief overview of the major subject areas (Math, English), some study skills, and information on support services offered. Students were also given tours of the building and the discipline code and other regulations were explained by the counseling staff. This program was not as structured, diagnostic or comprehensive an orientation as that provided by the two Latin Schools. 166 students attended the orientation in 1983: 46 White, 77 Black and Hispanic and 44 other minority.

Attendance

Boston Latin Academy--Of a combined incoming seventh and ninth grade (1983) enrollment of 264, 153 (58%) showed up at least once for the orientation. Average daily attendance was 118 (77%).

Boston Latin School--Of a combined incoming seventh and ninth grade (1983) enrollment of 485, 336 (69%) showed up at least once for the orientation. Of these the average daily attendance was 211 (63%).

Boston Technical High--Of a combined incoming ninth and tenth grade enrollment of 348, 166 (48%) showed up at least once for the orientation. Of these the average daily attendance was 148 (89%).

While some students and their parents clearly understand the value of these orientations to their future success at the examination schools, others do not. There were some students who worked during this orientation period and did not attend for that reason. The families of some students vacationed during part of the time, and some parents claimed the Latin School Orientation was too long anyway. According to staff interviewed, many of the students who do not regularly attend the orientation sessions are the ones most in need of skills refreshment, skills diagnosis, and eventually extra help. In fact, since this orientation is, in the case of the two Latin Schools, the only early warning system for impending academic problems, non-attendance poses a serious problem for those trying to identify students in need of additional academic support. For this reason and because enrollment in the examination schools should be a serious commitment of thought, energy and time, attendance at orientations should be mandatory, as a part of the acceptance commitment. Non-attendance for part of orientation should only be allowed for those students who have clearly demonstrated their preparedness for school success by passing a special test which incorporates the major skills covered in the orientation courses.

Orientation Commendations

Both Latin Schools should be commended for their efforts to provide orientation programs which are focused on skills review and refreshment, diagnosis of academic defects, and the provision of new and important information for incoming students. Monitors especially applaud the direct focus on study skills. The Regis College collaborative at Boston Latin Academy has developed a particularly fine study skills' curriculum, worthy of wider dissemination, especially to AWC/ATS classes. The carefully structured and focused programs offered by the two Latin Schools appear to serve well those students who attend.

Orientation Recommendations

Because of the high attrition rate among Black and Hispanic students, and the disparity in preparation among incoming students, attendance at orientation programs should be required of all incoming students. Each school should review evaluation feed-back from past orientations to determine the best time during the summer and early fall for orientation. Orientation for all examination schools should last a minimum of two weeks, and the length of time should be uniform for all three schools. Program content should include academic skills review, pre- and post diagnostic testing, study skills, and introduction to school rules, regulations, the discipline code and support services. Each program should have a rigorous evaluation process to insure that each program remains maximally effective. Whenever possible, operating expenses should be included in the regular budget to insure program consistency and continuity from year to year.

QUESTIONS

What academic and other supports are provided to Black and Hispanic students in the examination schools, and how are those in need of services identified and encouraged to use those services?

PROCESS

Interviews with 59 different people were conducted over the course of four months (August - November, 1983).

Title	Latin	Latin Academy	Tech. High	Total
District Superintendent				1
Headmaster	1	1	1	3
Assistant Headmaster	3	2	2	7
Guidance Staff	2	3	3	8
Development Officer	1			1
Registrar	1	1	1	3
Special Support Staff (including Chapter I, Study Skill, Reading, Social Workers, Tutors, Summer Orientation Coordinators)	4	5	5	14
Teachers	6	9	6	21
Alumni Representative	1			1
Totals	19	21	18	59

Interviews with students, and staff at external agencies who offer student support services, will commence in the winter and will be reported on in the next monitoring report.

FINDINGS

Boston Latin Academy

A. Support Services

1. List of Services Identified by the Boston School Department, Spring 1983 and Submitted to the Department of Education

	Service	Current Status Determined by Department of Education during Fall, 1983 Monitoring
a.	Approximately 60 minority 7th graders participate in the shared program with Latin School at Shady Hill for three weeks in the Summer. Students are pretested and post-tested for improvement. Math, English and enrichment are offered.	72 students participated in the program; 38 or 39 of those students were Black.
b.	District 636 funds provide tutoring to over 100 students twice a week. Tutoring is provided by two teachers and twenty students. A late bus is provided to facilitate transportation for these students involved in the program.	Tutoring program which is conducted primarily before and after school, began on 11/7/83; 25 tutors are available who were trained in October. As of November 10, 67 students had been referred, but only 25 can be served. One teacher with a busy schedule is responsible for coordinating the program.
c.	Chapter 636 funds also provide a generic teacher for students needing .1 and .2 resource assistance.	23 students receive services from a generic teacher; 14 of those students are Black.
d.	The Educational Enrichment Incorporated provides for approximately 60 students attending a six-week summer program at Shady Hill.	See above (a)
e.	Students also provide peer counsel and peer tutoring.	
f.	Study skills class provided for all 7th graders, five times a week.	All 7th graders take the Study Skills class, once a day, for the entire year. In addition, they have one study hall period, daily, for the entire year.

2. Additional Support Services Identified by the Department of Education during Fall, 1983 Monitoring:

   a. About 20-30 students benefit from Mass PEP, a private, voluntary after school program.

B. Identification of Students in Need/Encouragement to Use Services

Boston Latin Academy uses the following methods to identify students in need of services:

- observation of students in the summer orientation program, especially results from pre- and post-tests in reading and math
- standardized test information from the students' 6th grade records
- referrals from teachers, and from parental requests
- warning slips, which are sent out during the mid-point of the first marking period.

As of October 5th, 47 7th graders had been referred for tutoring. Only 25 tutors will be available, and tutoring did not begin until November 7. This was after the close of the first marking period and 67 students had been referred by November 10; the tutoring program clearly cannot serve all the students in need of services.

According to the Boston Latin Academy staff members interviewed by the monitors, the responsibility for coordination of the identification and referral system falls on the guidance counselors. However, this is not a formal priority of the guidance department, which is hard pressed to fulfill its regular tasks. Boston Latin Academy provides no clerical support to the guidance department, for example.

The guidance office operates under a staggering student load:

- One counselor for the 7th and 8th grades, a ratio of 650 to 1
- One counselor for the 9th and 10th grades, a ratio of 400 to 1
- One counselor for the 11th and 12th grades, a ratio of 250/300 to 1

Students are assigned to counselors on the basis of grade, and as a result, the youngest and newest students (7th and 8th graders) are assigned to the most over-worked counselor. According to the staff interviewed, this assignment procedure reflects the priorities of Boston Latin Academy, which places primary emphasis on getting graduates into college and less importance on retaining young students in the school. Those young students who are the most vulnerable to the pressures of dropping out have the least access to Boston Latin Academy's guidance counselor resources.

Furthermore, there seems to be little coordination between the guidance department and other units of Boston Latin Academy. According to some of the staff interviewed, truant officers are often not informed of student absences, and the truant officers do not work cooperatively with the guidance department. One administrator stated that there is a need to develop a clear-cut procedure to provide the guidance staff with information from teachers on student behavioral problems.

In general, the monitors found that the support services to the students of Boston Latin Academy are insufficient. Of the few programs available to students during the school year, almost none are available during school hours. The after-school programs operate on a voluntary basis. The major after-school program, tutoring staffed by older students, did not begin until after the first marking period and currently lacks enough tutors for two-thirds of referred students. A full-time teacher with a busy schedule is responsible for coordinating the program. According to one staff person, there is an additional problem with the tutoring program that concerns limited-English proficient students. Peer tutors find it frustrating to work with LEP students and refuse to serve them. There is neither ESL nor native language support available to these students at Boston Latin Academy.

The inadequacy of school-year programs is exacerbated by problems associated with the Boston School Department Summer School program. These problems are system-wide, but affect the examination schools in a distinctive way.

According to current Boston Public Schools' policy, students who have failed courses are only permitted to enroll in one summer-school course, regardless of the number of courses they failed. This policy was apparently instituted for fiscal reasons, but is problematic and seems to perpretuate the cycle of failure for students with academic problems. Since students with two or more failing grades cannot be promoted, students who fail three or more classes cannot qualify themselves for promotion regardless of how hard they work during the summer. (It appears, but is not certain, that the Boston Public Schools would not accept summer school work from outside the Boston system.) Students who rectify one grade during summer school, but still have two or more failing grades, must repeat all their subjects from the prior year--a mind-dulling process at best, at worst an encouragement to additional failures.

The examination schools are not immune from the phenomenon of second and third year repeaters which results from this promotional policy. Indeed, the summer school program seems to work least well for examination school students. According to many of the staff interviewed, the content of the summer courses is not at a sufficiently high level for the exam schools, and the courses offered in summer school do not reflect the requirements of the exam schools. The exam schools, cognizant of the inadequate level of the course content at summer school, have instituted tests which summer-school students must pass before being credited with a passing grade. Students find themselves in a catch-22. Those with the initiative to sit through a summer school course often find themselves suffering through material they have already mastered, and then must confront a qualifying test for which they have not been prepared.

Finally, Boston Latin Academy suffers from the lack of a systematic procedure for identifying, referring, and tracking students in need of services. A number of staff members characterized the process as "random," and depending solely on "the vigilance of the guidance counselor."

Those guidance counselors and other staff members who have made, on their own initiative, attempts to serve students are to be commended. For example, one counselor attempts to see all his students by October 15--no easy task even when he meets them in groups of six or seven because he is responsible for 650.

The new administrative team has put much time and effort into helping students. The monitors found an atmosphere of openness and reevaluation at Latin Academy. For example, the administration is considering a revision of its promotional policy that would exempt non-promoted students from repeating those courses in which they received either an A or a B. A new discipline code was developed over the summer and is currently being reviewed by parents. There is a new method for sending report cards home. In the past, they were sent by mail--a costly process that implied distrust of students. Now students take their report cards home, and are required to return them in three days with a parent's signature.

These and other measures demonstrate higher expectations of and greater respect for students. The new Headmaster stated that "messages do not change behaviors; examples change behavior." Accordingly, the monitors will be looking for concrete examples of improvement.

Boston Latin School

A. Support Services

1. List of Services Identified by the Boston School Department in the Spring, 1983, and submitted to the Department of Education.

(Boston Latin School)

	Service	Current Status Determined by Department of Education during Fall, 1983 Monitoring
a.	The Student Leadership Program funded through Chapter 636 provides a tutorial program after school with supervising and monitoring staff.	No longer exists under this funding source; tutoring is offered by the National Honor Society, on a volunteer basis.
b.	A reading specialist is funded through Chapter 636 with Boston University. This person also provides study skills.	There is one full-time reading teacher; students may receive this class about twice a week, based on referrals from their English teacher, and/or through the summer orientation testing program.
c.	The Roxbury Multi-Service Center, in conjunction with Chapter 636 funds from the District, provides a full-time social worker at the school who gives counselling and outreach services. Seventh grade minority students are targeted for this service. A psychologist also provides service one day a week. Off-site tutoring is being planned.	Social worker is available four times a week; psychologist visits twice a week for ½ day each time.
d.	A privately funded summer enrichment program with the Shady Hill School has proven to be quite successful. Approximately fifty 7th grade students (heavily minority in racial composition) attend for three weeks in the summer. (This program is also shared with Latin Academy.)	This program has existed for two years about 50 students participate (about 75% minority). It is the alternative to summer school. (Evaluation submitted; see attachments.)
e.	A program with Boston University targets minority 8th graders for self image reenforcement and role modeling sessions which include follow-up during the school year. Approximately 20 students are involved.	A summer program, offered to students between grades 7-8, and 8-9. It is not remedial, but rather enrichment, and targets students who have had difficulties, but are generally successful, though in need of an extra push. Follow-up is provided on Saturday sessions, which sometimes includes sessions with parents as well as with the staff from Boston University. (Evaluation submitted; see attachments.)

Service	Current Status Determined by Department of Education during Fall, 1983 Monitoring
f. A private program--Massachusetts Pep--offers a pre-engineering program, also for minority students.	Offered after school, on volunteer basis. Low participation.
g. Contractual services:	On-going
- with Children's Hospital for a pediatric resident who provides services for four hours, once a week.	Additional use of facilities at other times are also provided.
- Mass. Mental Health--two psychologists available on a referral basis.	

2. Additional Support Services Identified by the Department of Education during Fall, 1983 Monitoring.

   a. A new Assistant Headmaster position has been created. This Black Assistant Headmaster focuses on the 7th and 8th grades, overseeing and coordinating the support services and the referral process. He intervenes both with discipline problems and with students identified to have academic problems. This position represents a systematic attempt to retain incoming minority students.

   b. One guidance counselor has, on her own initiative, established a "survival skills" group program for her 75 7th grade counselees. Students are counseled in groups of 15-20. She uses these groups to identify students who are having academic difficulties.

B. Identification of Students in Need/Encouragement to Use Services

Boston Latin School uses the following methods to identify students in need of services:

- standardized test information from the students' 6th grade records
- results of pre-and post-tests given during summer orientation
- attempts to contact students who did not attend summer orientation, but no formal testing of these students is done once school starts
- teacher to floormaster referrals for academic and discipline problems

- warning slips, which are sent out at the mid-point of the first and subsequent marking periods
- a referral sheet

Boston Latin School has not had a systematic process for keeping track of the progress of students who have been referred for assistance. Generally speaking, information is forwarded to the Headmaster, but he believes that this information reaches him when it is already too late. However, this year, two new positions were created which should contribute to more systematic provision of support services: Assistant Headmaster for the 7th grade, and Director of Guidance.

Those support services which are available during school hours are few and inadequate. There is no class in study skills. There is only one academic resource teachers, a reading teacher who sees referred students twice a week. Virtually all the staff interviewed cited the lack of academic resource teachers and classes in study skills as a major factor contributing to the loss of minority students.

Finally, some staff reported that a number of teachers have a "sink or swim" attitude toward their students. As a result, these teachers may be disinclined to refer students with problems to those few support services provided by Boston Latin School.

Again, those staff who undertake on their own initiative to help students are to be commended. So also is the new attempt to provide systematic assistance evidenced by the creation of two new administrative positions. Much more is needed.

Boston Technical High

A. Support Services

1. List of Services Identified by the Boston School Department in the Spring, 1983, and submitted to the Department of Education.

Service	Current Status Determined by Department of Education during Fall, 1983 Monitoring
a. The school provides an after school tutorial program, Monday through Thursday for 45 minutes. Transportation is provided for these students through Chapter 636 funds with Tufts University. Peer tutoring is funded through Chapter 636 Student Leadership stipends. The tutorship is supervised by teachers.	Has not begun; is slated to begin around January 1, 1984, pending approvals.

(Boston Technical High)

Service	Current Status Determined by Department of Education during Fall, 1983 Monitoring
b. A Resource Room teacher provides 766 resource assistance as well as core evaluations upon request.	766 Eligible students only. At this time 42 students are served; 23 are Black, 17 white, 1 Asian, 1 Hispanic.
c. Three guidance counselors provide counselling.	Ratio of students to guidance staff is about 400:1.
d. A one-week orientation is given to all incoming students. This orientation will be decreased to three days for the 1983-84 school year due to 636 budgetary cutbacks.	Three-day orientation program; 50% participation, no formalized testing/evaluation occurs. The budgetary cutbacks were 636 funds and the Headmaster's decision to save two days worth of funds for the cost of after school transportation.
e. Open House is held at 7:00 a.m. with teachers and this has been quite successful.	Held four times a year, at Report card time.
f. In addition, two Sunday Open House events are held each year (September and March). Teachers volunteer their time for all events.	
g. An after school remedial and enrichment program is being developed for the 1983-84 school year. This program will use computers four days per week for 45 minutes a day, including the late transportation for the participating students.	Has not begun; slated to begin around January 1, 1984, at the earliest, pending approvals. Funded by 636-Tufts.
h. Minority students are not singularly targeted for these services, however, because the student population at this school is heavily minority. The support programs reflect high minority participation.	
i. Mass. PEP - emphasis on 9th graders.	Orientation held on 11/15/83.

Service	Current Status Determined by Department of Education during Fall, 1983 Monitoring
j. Peer Counselling: 15 students will be trained and available during the school day. Funded by 636 Student Leadership funds.	Has not begun; expected to begin around January 1, 1984.

2. Additional Support Services Identified by the Department of Education during Fall, 1983 Monitoring:

    a. Boston Technical High School has been selected as a pilot site for the Human Resources Collaborative.

    b. Chapter I reading teachers and an aide, who are available only to those students eligible under the Chapter I guidelines.

    c. One special education team leader is available twice a week for referrals for core evaluations and for meeting parents and teachers.

    d. One psychologist visits the school twice a week for half a day.

    e. One speech therapist visits the school once a week.

    f. Referrals to outside agencies: Roxbury Multi-Service Center and Lenox Park Community Center.

B. Identification of Students in Need/Encouragement to Use Services

Tech uses only one method to identify students in need of services: warning slips sent at the mid-point of the first marking period.

Tech offers no classes in study skills and provides no regular access to academic remediation during school hours. There are two full-time Chapter I remedial teachers--which is much more than the other exam schools have--but they are available only to Chapter I eligible students. Tech does not seem to have any systematic procedures for identifying, referring, assisting or tracking students in need of support services. The consequences of this lack of an "early warning system" became evident this Fall. The monitors learned that there are a number of students at Tech whose primary language is other than English, and who are not proficient in the English language. Some of these students have Lau categories of A or B (requiring bilingual education), and others lacked sufficient English proficiency to grasp abstract concepts presented in lectures and books. Still, they had the academic ability to gain admittance to Tech. There are no English-language support services at Tech despite repeated requests from the Headmaster for assistance. Several students with severe problems in classes caused by limited-English proficiency have communicated these concerns to school staff.

The Commissioner of Education determined that the situation warranted invocation of Section 4C of the Disengagement Order, under which the Department may take immediate action to remedy a serious problem. A letter was sent to the Superintendent of the Boston School Department informing him of this situation, and asking for further information and a plan for remediation. In December, on English-as-a-Second-Language teacher was added to the staff. (See attachment.)

RECOMMENDATIONS

All Examination Schools

- Should develop and implement an "early warning system" that will enable identification and referral of students requiring support services to remain and succeed in the examination schools.
- Should at minimum make available during school hours a basic structure of support services that includes study skills classes, academic resource teachers and classes, a procedure for "tracking" referred students, and adequate guidance counseling services.
- Should develop and implement a uniform format and procedure for "exit interviews" of students leaving an examination school, so that it will be possible to determine more precise the causes that underlie why Black, Hispanic and other students leave the examination schools. The District Superintendent did develop an exit interview format and procedure (in conjunction with one of the party's attorneys) several years ago, but they have never been implemented.
- Should ensure that there are appropriate courses, both in content and level of difficulty, available to examination school students in summer school. Preliminary findings suggest a need for Algebra, English, French and Spanish.
- Should establish promotional policies that do not penalize students by requiring them to repeat courses in which they have already succeeded.

Boston Latin Academy

- Should ease the burden on the guidance department by providing clerical staff and/or attendance staff, and reducing the student loads of counselors for the lower grades.
- Should institute physical education classes immediately to comply with Massachusetts law.

Boston Latin School

- Should refocus guidance counselor efforts for greater emphasis on support services and survival skills.
- Should require inservice training for the teaching and the guidance staffs on successful methods for encouraging student success, in order to combat the "sink or swim" attitude that has prevailed among some teaching staff members.
- Should promote a more cooperative relationship between the guidance staff and outside agencies that offer support services to students.

Boston Technical High School

- Should provide appropriate language support services for students whose primary language is other than English, and whose English-language proficiency is limited.
- Should implement immediately the rudiments of academic and other support services, especially in light of the short, inadequate summer orientation program.

DISCIPLINE AND ATTENDANCE

QUESTION: Do Black and Hispanic students attending each of the examination schools have special discipline and attendance problems? If so, how are these problems being addressed?

This question was formulated to determine whether those Black and Hispanic students who leave the examination schools experience special discipline and attendance problems so that, if they do, the schools could develop programs to address those problems and thereby lower the attrition rate of Black and Hispanic students from the examination schools.

PROCESS

Interviews were conducted with the Headmaster, Assistant Headmaster in charge of discipline, guidance counselors and several teachers at each examination school. All were asked whether they believed Black and Hispanic students have special discipline and attendance problems and, if so, why these problems exist, and what could be done to retain more Black and Hispanic students. In addition, statistics for the average daily attendance by race and suspensions by race for the school year 1982-83 were examined.

There were no interviews of students and former students during this phase of monitoring. These interviews are considered critical for understanding the attrition rate of Black and Hispanic students, and will be conducted during the coming winter and spring. In addition, time constraints prevented analysis of student-based data for academic performance, discipline, attendance and retention. The Department hopes to be able to conduct such an analysis (which will require extensive use of computers) during the next phase of monitoring.

Consequently, the findings presented in this report must be considered partial and preliminary; all will be compared with findings from the next phase of monitoring.

FINDINGS

Interviews with exam school staff

There is virtual consensus among the exam school staff who were interviewed that those students who are at risk of dropping out lack key skills in language arts, studying, and efficient use of time. These students -- according to the staff -- express their frustration over being unable to succeed in class through non-attendance and/or behavior problems. Staff believe these students are more likely to transfer or drop out of school entirely than other students. Many staff also assert that these vulnerable students come from the lowest tier of composite rank-scores (SSAT test scores and grade-point average) for students admitted to the exam schools. It should be noted that school staff do not have access to these entrance scores, and could not know where individual students placed. In general, those staff who were interviewed believed that discipline/attendance problems culminated in "dropping out," and they attributed discipline/attendance problems to unsuccessful academic performance.

When these staff attempted to account for the poor academic performance of these students, they adduced many factors associated with poverty and inner-city life --for example, lack of space to study in private, lack of desks and lamps for studying at home, work obligations, lack of financial resources for outside tutors, and poor preparation in the lower grades. They believe that if students in this predicament do not receive extensive support services, transfers and drop-outs are likely. Since the exam schools do not have systematic procedures to identify students at risk and provide support to them, the chance of failure is greatly increased. One guidance counselor described this situation as a "built-in failure mechanism" for these students.

The specific factors cited by these staff fall into several general categories. One category is that of characteristics of the exam schools themselves. For example, some interviewees asserted that many of the staff, especially those who have been at an exam school for a long time, have a "make it or break it attitude." These staff, it was said, feel that students who attend exam schools should already have all the skills needed to complete a rigorous academic program. Students without the skills should attend a magnet or district high school. One staff member at Boston Technical High School stated, "most kids aren't qualified and don't belong here." To be sure, not all exam school staff share this attitude, but it could account (in part) for the paucity of support services at the exam schools. The monitors will attempt to determine the validity of this assertion during the next round of monitoring.

Another example of in-school factors is the academic program and curricula of the exam schools themselves. Some of the staff who were interviewed believe that the teaching methodology and curriculum content of the exam schools had not adapted to the modern world and were irrelevant to many urban students. Some staff cited the Latin requirement at the two Latin schools as an example, although none favored elimination of the requirement. A number of staff suggested that the academic rigor of the exam schools causes students to drop out.

A third in-school factor concerns teachers' "behavior management." Some guidance counselors and administrators noted that certain white teachers take a confrontational approach with Black students, especially males, often escalating a minor incident to a major discipline problem. One guidance counselor stated, "we need an in-service training for all of us on a non-confrontational approach to dealing with student discipline problems."

Some staff also believe that the majority of students with major discipline problems have had to repeat a grade at least once, and often twice. These students repeat grades with little change in their academic programs and receive few support services, and often express their frustration by not attending school and/or creating discipline problems.

Some exam school staff who were interviewed attributed the failure of Black and Hispanic students to their home environment, especially to the economically disadvantaged status of many families. As one staff member at Boston Technical High School noted, "the economic situation of a family can be a problem where parents can't give enough support [for their child's education]." Such statements are of course impossible to prove or disprove, but they reflect a perception significant of and for the attitudes of those who work most directly with students. It is clear at this point, however, that the exam schools are not well prepared to educate academically able students with deficiencies in academic and study skills that stem from economically disadvantaged backgrounds.

Another home-related factor cited by many staff concerns parental pressure. According to these staff, many parents believe that the exam schools represent the only high schools in the Boston system that are both safe and capable of preparing students for college -- so they pressure their children to apply for and attend exam schools. However, their children often do not want to attend for a variety of reasons. Peer pressure to attend district or magnet schools may be intense, especially for Black and Hispanic students. Some students fear their lack of academic/study skills doom them to failure. Many staff believe these students purposely do not attend or become disruptive to call attention to their desire to attend a different school.

A final factor concerns the central administration of the Boston Public Schools. According to many exam school staff, the central administration believes that the exam schools have "the cream of the crop," and therefore do not need additional academic and behavioral support services. The administrators of all three exam school recognize the need for additional supports, but have difficulty obtaining them.

Statistical analysis

The statistics for average daily attendance by race for each exam school for 1982-83 offer little support for the beliefs described above. The attendance rates for Black, white and other minority (Asian, Hispanic and American Indian) students are all within a few percentage points of each other, and all groups in each school have an attendance rate above those of district or magnet high schools (see page 261). These group rates, however, do not permit analysis of individual attendance rates. It is possible -- although impossible to determine from these statistics -- that there is a group of minority students with poor attendance rates which is balanced by a group of minority students with extremely high attendance rates. During the next phase of monitoring, attendance rates will be examined in greater detail.

Suspension statistics for the 1982-83 school year vary from school to school (see page 261). All three school had low rates in comparison with other Boston high schools, with Boston Latin Academy suspending only 36 students for the entire year. The percentage of students suspended at Boston Latin School was slightly higher than that at Tech. Expected rates of suspensions for Black and white students at Boston Latin Academy were even. Black students at Boston Technical High School were suspended at a slightly higher rate than expected, yet not high enough to merit closer scrutiny.

However, at Boston Latin School Black students were suspended at a rate that was two and one-half times the expected rate (obtained by dividing the percentage of Black suspensions by the percentage of Black students enrolled.) Two Assistant Headmasters at Boston Latin School did not know why there were disproportionate rates, and questioned the statistic, despite a finding in the July Department of Education monitoring report. The Headmaster attributed it to students' frustration over not being able to leave the building (grounds for suspension under the Code of Discipline), stating that 63 of 191 suspensions were for this reason, with 50% of suspensions of 7th and 8th graders for this reason. He did not speculate about the disproportionate rate by race. The third Assistant Headmaster (who is in his first year at the school) expressed concern and interest in exploring causes and solutions. He will be investigating this problem, and is in charge of developing program changes to redress it.

COMMENDATIONS

All three examination schools should be commended for establishing uniform disciplinary procedures. Each has established a discipline process that is clearly structured and ensures due process to students. Each has developed school-based rules, with student input, that are within the guidelines of the Code of Discipline. All three attempt to use alternatives to suspension; however, these alternatives are restricted by inadequate funding. Moreover, the effectiveness of the after-school detention program is limited because staff are hesitant to enforce attendance since the late bus only drops students at two places, both of which are considered dangerous by some students.

At Boston Latin School, there is an Assistant Headmaster who is responsible for follow-up of suspended students. A "Student Support Services" referral sheet has been developed to regularize access to existing services. A "Stress Team" has been created to deal with students perceived to be in crisis. There is an in-house suspension program that accounts for over 90% of the suspensions at Boston Latin School; the program ensures that students face a negative consequence for their actions, while providing time to keep up with school work and perhaps receive counseling.

At Tech, the Headmaster and his two assistants have kept suspensions low by maintaining a highly visible presence, an open door policy for students and contact with parents. The Code of Discipline is taught in 9th grade Civics, which helps orient students to the school and acquaint students with their responsibilites and the consequences of Discipline Code infractions. Boston Technical High School does have an in-school suspension program, but staffing difficulties have reduced its effectiveness.

Boston Latin Academy should be commended for its low suspension rate. In addition, a guidance counselor is attempting to develop a computer program that would isolate factors associated with student drop outs from the Academy.

RECOMMENDATIONS

1. Develop additional support services, especially ones available during school hours because the students most likely to need them are often unable to stay after school (jobs, family responsibilities, etc) See the report on support services for related recommendations.

2. Develop a system for early identification and referral of students with discipline and attendance problems.

3. Hold staff development training on non-confrontational methods of behavior management.

4. Review policies regarding students repeating grades and attempt to eliminate features that unnecessarily subject students to repeating courses they have already mastered.

5. Develop parent outreach programs, especially for students with attendance and/or behavior problems.

1983 - 1984 GOALS - COORDINATOR OF GIFTED/TALENTED PROGRAMS

I. Programmatic Goals

A. To make myself aware of all Gifted/Talented Programs now in operation in grades K - 12 throughout the city by:

1. Reading all available data (federal/state regulations, grants, program designs, etc.)
2. Contacting all personnel directly involved with these programs and making on-site visitations.
3. Designing a systematic longitudinal observation scheme that reflects my visitations and assessments of each Gifted/Talented program.

B. To provide program continuity and curriculum consistency within the AWC/ATS (grades 4-6) classes by:

1. Developing an AWC/ATS Differentiated Curriculum Model based on Boston's Curriculum Objectives. This model will emphasize basic skill mastery through the integration of Reading/Language Arts with other content areas, and it will promote the teaching of "thinking processes" through strategies identified as conducive to organizing and executing curricula for Gifted/Talented students.
2. Exercising "quality control" in assessing materials presently being used in AWC/ATS classrooms and in the acquisition of appropriate level - new materials being ordered for the 1984 - 1985 school year by establishing a Master List of Recommended Materials for Academically Talented Students.

C. To work closely with the Department of Implementation to improve the present student identification procedure so that it incorporates multiple criteria for selection of AWC/ATS students.

D. To disseminate information to parents regarding the AWC/ATS selection process and program design through creating an Informational Brochure and organizing informational meetings at AWC/ATS schools.

II. Direct Services to Teachers/Principals

A. To issue a teacher questionnaire and survey to identify AWC/ATS teachers' immediate concerns and needs as well as their Gifted/Talented training and experience. This information will be helpful in designing staff development training opportunities.

B. To establish a communication system that keeps teachers/principals informed and aware of Gifted/Talented educational opportunities, trends and materials by issuing a monthly newsletter and establishing a Resource Center Materials Exchange.

II. Direct Service to Teachers/Principals (Cont'd.)

C. To observe the teaching learning process in AWC/ATS classrooms on a regularly scheduled basis and to cultivate a feeling of mutual cooperation and trust with teachers and principals in order to establish myself as a "resource".

D. To provide in-service training opportunities for AWC/ATS teachers through modeling/demonstrating instructional techniques; organizing workshops; arranging classroom visitations for teachers; and conducting a weeklong, three credit course in curriculum development at Lesley College - June, 1984.

E. To offer support services for teachers of regular, bilingual and special education classrooms who must also address the needs of the talented students they teach through continuing my work as a DRP trainer and by assisting other Program and Project Directors whenever possible.

III. Personal/Professional Goals

A. To open-communication lines with other Gifted Program Coordinators by becoming an active participant in the Mass. Collaborative for Gifted Education , and the National Institute for Gifted Education.

B. To continue my own education be reviewing current research and literature , attending specialized programs and mastering my Apple II e Personal Computer.

C. To write a professional paper dealing with Reading/Thinking and/ or Children's Literature--A Reading Program.

Appendix I

THE SCHOOL COMMITTEE OF THE CITY OF BOSTON

BOSTON PUBLIC SCHOOLS
OFFICE OF
DEPUTY SUPERINTENDENT/CURRICULUM & INSTRUCTION
OLIVER W. LANCASTER

TO: Oliver W. Lancaster, Deputy Superintendent
Curriculum and Instruction

FROM: Joanne McManus, Director of Academically Talented Programs

DATE: October 31, 1983

RE: Analysis of Exam School Enrollments

Mr. Coakley's analysis of this year's new enrollees in grade 7 at Boston Latin School and Boston Latin Academy highlights several facts and raises three important issues.

Facts/Conclusion of Study

1. Boston Public School students constitute approximately ½ of the grade 7 entrees at both Latin Schools.
2. AWC/ATS students represent ½ of the Boston Public School students who entered grade 7 at both exam schools.
3. AWC/ATS graduates represent approximately ¼ of the total grade 7 enrollees at both exam schools.
4. The largest number of Black 7th grade entrants come from non AWC/ATS Boston Programs.
5. Hispanic students constitute 6% of all entrees into grade 7 at Boston Latin and Boston Latin Academy. The majority of students (20) were ATS graduates.

Surfacing Issues

A. The fact that half of the Boston School entrees to grade seven at the two Latin Schools come from non AWC/ATS classes raises a serious question as to the validity of our present AWC/ATS selection process. In 1983, 199 able students (93 Black, 71 White, 21 Oriental, 13 Hispanic and 1 American Indian) either choose not to be part of the AWC/ATS Program or were not allowed to take part in our program due to the limitations of our selection process.

Surfacing Issues (Cont'd.)

B. The Hispanic population of students attending the Latin Schools is extremely low and their drop out rate is high. The bilingual coordinator at the Mackey Middle School, Francisco Ruiz, suggests a number of explanations for this:

- The competitive academic atmosphere of the exam schools is so very different from the culturally supportive structure of Boston's elementary and middle school bilingual programs that these students feel lost and alone. As a result, they leave and re-enter their feeder middle schools.
- The exam schools lack bilingual counselors and/or advisors to help students cope with this transition.
- Both the Latin Courses and the English Composition Courses offered at the exam schools rely highly on a good English Grammar foundation. Many students do not have this.
- The large amount of homework is a problem. Students have little opportunity for home tutoring or assistance due to having monolingual parents.

C. In comparing the AWC/ATS May 5, 1983 enrollment statistics with Mr. Coakley's present analysis additional concerns appear.

- Only 179 ATS grade six students out of 341 were accepted into the Latin Schools.
- Why aren't more AWC/ATS students passing the exam?
- What is happening to the remaining 162 able ATS students who are presently not attending the exam schools?
- Parents and teachers have actively advocated for a continuous Advanced Work Program (grades 7-12) for those students whose learning styles need an alternative school prototype and for those students who fail to pass the exam.

Opening up a communication system between the exam schools and the AWC/ATS schools seems to be a first step in addressing these issues. I have spoken with the Headmasters of both Latin Schools and they are willing to help me set up a committee composed of exam school personnel and AWC/ATS personnel in order to investigate these issues and exchange ideas. Through gaining a deeper understanding of the students' needs and the programmatic objectives, we will be able to identify those areas of weakness that need to be strengthened.

THE SCHOOL COMMITTEE OF THE CITY OF BOSTON

BOSTON PUBLIC SCHOOLS
DEPARTMENT OF IMPLEMENTATION
John R. Coakley, Senior Officer

October 24, 1983

MEMORANDUM

To: Frank Banks
From: John Coakley John Coakley
Subject: Impact of Non-BPS Schools and AWC Program on Exam School Enrollments

In our recent conversation you offered an estimate of Advanced Work students at the Examination Schools which seemed very high. Therefore, I did an analysis of this year's new enrollees in grade 7 at Boston Latin Academy and Boston Latin School.

1. New Enrollees at Boston Latin Academy and Boston Latin School, grade 7

Note: Based on Enrollment of 10/20/83. Non-Promotes Factored Out.

	Black	White	Oriental	Hispanic	Ind.Am.	Total
BLA	87	125	12	9	1	234
BLS	126	231	54	32	0	443
TOTAL	213	356	66	41	1	677

2. Non-BPS Enrollees (i.e., from private schools, etc.) at BLA & BLS, gr.7

	Black	White	Oriental	Hispanic	Ind.Am.	Total
BLA	22	74	1	0	0	97
BLS	37	147	10	8	0	202
TOTAL	59	221	11	8	0	299

3. BPS Enrollees (i.e., from BPS middle schools) at BLA and BLS, grade 7

	Black	White	Oriental	Hispanic	Ind.Am.	Total
BLA	65	51	11	9	1	137
BLS	89	84	44	24	0	241
TOTAL	154	135	55	33	1	378

26 COURT STREET, BOSTON, MASSACHUSETTS 02108 • 726-6200, EXT 5500, 726-6555, EXT 5500 AREA 617

4. BPS Enrollees from AWC Program at BLA and BLS, grade 7

	Black	White	Oriental	Hispanic	Ind.Am.	Total
BLA	24	23	6	5	0	58
BLS	37	41	28	15	0	121
TOTAL	61	64	34	20	0	179

5. BPS Enrollees from "Regular" Program at BLA and BLS, grade 7

	Black	White	Oriental	Hispanic	Ind.Am.	Total
BLA	41	28	5	4	1	79
BLS	52	43	16	9	0	120
TOTAL	93	71	21	13	1	199

I imagine that there are many conclusions which can be drawn from the above data. The following are offered:

- BPS "graduates" constitute 56% of this year's new entries to grade seven at the two Latins
- BPS "graduates" constitute 59% of this year's new entries to grade seven at Boston Latin Academy
- BPS "graduates" constitute 54% of this year's new entries to grade seven at Boston Latin School
- Advanced Work "graduates" constitute 47% of the BPS "graduates" at grade seven at the two Latins, and they constitute 26% of all new attendees at grade seven at the two Latins
- Advanced Work "graduates" constitute 42% of the BPS "graduates" at grade seven, Boston Latin Academy, and they contitute 25% of all new attendees at grade seven, Boston Latin Academy
- Advanced Work "graduates" constitute 50% of the BPS "graduates" at grade seven, Boston Latin School, and they constitute 27% of all new attendees at grade seven, Boston Latin School
- Black Advanced Work "graduates" constitute 40% of the Black BPS "graduates" at grade seven at the two Latins, and they constitute 29% of all Black new attendees at the two Latins
- White Advanced Work "graduates constitue 47% of the White BPS "graduates" at grade seven at the two Latins, and they constitute 18% of all White new attendees at the two Latins

JC:ab

xc: Office of Superintendent
Robert Peterkin
Oliver Lancaster
Catherine Ellison
Charles Glenn

THE SCHOOL COMMITTEE OF THE CITY OF BOSTON

BOSTON PUBLIC SCHOOLS
DEPARTMENT OF IMPLEMENTATION
John R. Coakley, Senior Officer

December 2, 1983

MEMORANDUM

To: Franklin Banks

From: John Coakley John Coakley

Subject: Relationship between AWC and Exam Schools

I continue to be bothered instinctively by the inferences you are drawing about the Advanced Work Program and its perceived relationship as a preparation for the Examination Schools. For example, probably based on data provided by me, you observed that less than half the Advanced Work graduates of grade 6, 1982-83 are in grade 7, Examination Schools, 1983-84. However, further study shows that 95 of the 398 sixth-grade Advanced Work students of 1982-83 did not apply for the Examination Schools. Of the 303 students who did apply, 62% were invited to the Examination Schools. You may not consider 62% to be a high figure, but I do when I compare it to the 49% figure for non-BPS applicants (which include students from prestigious private schools, from parochial schools and from Metco schools). I also compare it favorably to the 45% figure for BPS students not in the Advanced Work Program.

This memorandum is not intended to be a refutation of your thesis, but a request to be cautious in any analysis. I suspect that more analysis has to be done by "both sides."

ab
Enclosure

xc: Robert Spillane
Robert Peterkin
Oliver Lancaster
Catherine Ellison
Charles Glenn

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12/2/83

		B	W	O	T
TOTAL	Attending (11/4/82)	170	121	107	398
	Not Applying	42	24	29	95
	Invited	68	69	50	187
	Not Invited	60	28	28	116
	Invited/Attending	40%	57%	47%	47%
	Invited/Applying	53%	71%	64%	62%

12/2/83

Analysis of 1982-83 Grade Six, Advanced Work Program and Exam School Applications/Invitations

		B	W	O	T
Edison	Attending (11/4/82)	15	12	25	52
	Not Applying	6	0	1	7
	Invited	4	10	13	27
	Not Invited	5	2	11	18
Curley	Attending	19	13	12	44
	Not Applying	5	3	4	12
	Invited	9	7	6	22
	Not Invited	5	3	2	10
Irving	Attending	17	20	3	40
	Not Applying	5	2	0	7
	Invited	6	13	2	21
	Not Invited	6	5	1	12
Thompson	Attending	14	9	4	27
	Not Applying	0	0	0	0
	Invited	12	6	2	20
	Not Invited	2	3	2	7
Holmes	Attending	45	10	8	63
	Not Applying	9	0	2	11
	Invited	17	8	5	30
	Not Invited	19	2	1	22
McCormack	Attending	19	17	10	46
	Not Applying	3	5	7	15
	Invited	11	7	0	18
	Not Invited	5	5	3	13
Timilty	Attending	21	8	16	45
	Not Applying	7	2	2	11
	Invited	6	4	14	24
	Not Invited	8	2	0	10
Barnes	Attending	0	20	3	23
	Not Applying	0	12	1	13
	Invited	0	4	2	6
	Not Invited	0	4	0	4
King	Attending	20	12	6	38
	Not Applying	7	0	0	7
	Invited	3	10	5	18
	Not Invited	10	2	1	13
Mackey	Attending	0	0	20	20
	Not Applying	0	0	12	12
	Invited	0	0	1	1
	Not Invited	0	0	7	7

Boston Latin Academy
Tutor Training Program
1983-84

Session 1 Overview of the Role of Tutor/ Fundamentals of Planning for Tutoring Sessions

1. Establish Rapport - Clarification of Roles
   Development of Communication Skills
2. Determine Need(s) - Input from teacher of subject area
   Questions/concerns from student
3. Set Objective(s) - Determined by length of session - one basic objective related to immediate needs
4. Provide Instruction/ Remediation - Development of alternative explanations
   Reinforcement of concept(s)
5. Evaluate Outcome - Use of questions for feedback (Formative Eval.)
   Development of task to serve as Summative Eval.

Session 2 General Strategies for Remediating/Reinforcing Study Skills and Habits

1. Time Management - Assigned study times (school and home)
   What to study when
2. Note Taking Tips - "Key Word" method
3. Role of Memory - Devices for strengthening memory
4. Recall Techniques - Associations
5. Reading Tips - Methodology

Sessions 3 - 8 Strategies Related to Specific Subject Areas

Each of these sessions will address specific subject areas (mathematics, English, Latin) in sequence. Half of the session will be comprised of formal input from the instructor and half will be comprised of questions/problems raised by the tutors, based on their experience in the program.

A total of eight sessions will be provided for the first semester. Five sessions will be provided during the second semester to allow for training of alternate tutors. Second semester sessions will also be open to tutors who were trained during the first semester to allow them opportunities for questions and/or discussion.

Tentative Schedule:		First Semester		Second Semester	
Session	1	10/26	11/1	2/1	2/2
	2	11/8	11/9	2/8	2/9
	3	11/15	11/16	2/15	2/16
	4	11/22	11/23	2/29	3/1
	5	11/29	11/30	3/7	3/8
	6	1/10	1/11		
	7	1/17	1/18		
	8	1/24	1/25		

THE SCHOOL COMMITTEE OF THE CITY OF BOSTON

BOSTON PUBLIC SCHOOLS
BOSTON LATIN ACADEMY

ROBERT B. BINSWANGER
Head Master
DORIS D. JONES
JAMES J. ZANOR
Assistant Headmasters

October 25, 1983

TO: PARENTS OF ACADEMY STUDENTS

FROM: ROBERT BINSWANGER, HEAD MASTER

RE: SPECIAL TUTORIAL PROGRAM

In order to counter the student transfer rate and make our curriculum and our concurrent support services more responsive to the individual needs of our student body, it is essential that Boston Latin Academy proceed immediately with a peer-tutorial program. The first step is early identification of students with particular educational needs. Your son/daughter has been identified to participate as a tutee in our program.

Criteria for the selection process included any or all of the following components:

(1) pre-admission referral by summer school teachers;
(2) referral of subject teacher, in conjunction with the department chairman;
(3) performance on the following standardized tests:

-- THE METROPOLITAN READING ACHIEVEMENT TEST
-- THE GATES-MACGINITIE READING TEST
-- THE MACMILLAN SERIES R ACHIEVEMENT TEST
-- THE DEGREES OF READING POWER TEST
-- THE BOSTON PUBLIC SCHOOLS CURRICULUM-REFERENCED TESTS [ENGLISH AND MATH]

The target date for the commencement of the program is Monday, October 31. Incoming students in Grades 7 and 9 will be tutored by upperclassmen two to three times a week, depending upon individual needs, either during study periods and/or before and after school. The length of time tutored will be under advisement of the subject teacher, in conjunction with the department chairman. Initially tutorial subjects will include English, Latin, and Mathematics; later on in the year, we expect to expand the program and include additional subject areas. Enclosed you will find two of the evaluation instruments which we will be using to monitor your son's/daughter's progress in the program.

If, for any reason, you do not wish your son/daughter to participate in our peer-tutorial program, please contact Miss Walter.

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CURRENT PROMOTION REQUIREMENTS

1. Students must pass a minimum of four (4) MAJOR subjects of their class to gain promotion. In this instance students **failing one** (1) MAJOR subject should go to summer school, pass a make-up exam and thereby remove the failure.

2. Students passing only **three** (3) MAJOR subjects of their class will not be promoted. Students in this category must go to summer school and then take makeup exam(s) to gain promotion. This will enable the students to pass the minimum requirement of **four** (4) MAJOR subjects of their class.

3. Students passing **fewer than three** (3) MAJOR subjects of their class must repeat the year. They may be able to go to summer school to gain credit for transfer purposes. Such students should check with the appropriate guidance counselor to see if promotion by transfer is possible.

4. Students who are **a year behind** in a subject and fail the subject again must go to summer school and take a make-up exam.

5. Students who are repeating a whole class and fail the class for a second time cannot be promoted; for such students transfer would be advisable.

6. In order to graduate, a student in Class I must pass **five** (5) MAJOR Class I subjects, including English 12.

Report of the Educational Enrichment Program
at Shady Hill School

July 5 - August 17, 1983

The summer session of EEP at Shady Hill in 1983, ran very much along the lines laid down last summer. Students were seventh graders from Boston Latin and Boston Latin Academy who had failures in English, Math or Latin, and who hoped to make up this failure. This summer we also offered Earth Science to Boston Latin students and Geography to students from Latin Academy as these were subjects many had failed.

The recruiting process was again primarily in the hands of guidance personel at the two Boston schools. By June 25, I had a list of 117 recommended students. On July 5, when school began, that list had dwindled to 107 students who had verbally committed themselves to come and in fact, 98 students were regularly in attendance during the 6½ week program. Of the 40 students eligible for make-up exams at Boston Latin, 36 passed. Of the 37 eligible for make-up exams at Boston Latin Academy, 25 passed. Of the 22 ineligible students, 12 were students who had come for enrichment only. The others did not pass their Shady Hill exams and usually had absences in excess of the three days we allowed each student. Boston Latin Academy students could make up two failures whereas Boston Latin students were only allowed one make-up.

The faculty consisted of two returning math teachers and an earth science teacher from Boston Latin Academy; two new Latin teachers from

Boston Latin, and a new and returning English teacher from independent schools. I offered to teach geography, expecting one section of students.

Each student was scheduled for two academic classes and a study period. A few students had only one class and two studies, but most of these decided they would prefer to take two classes in their subject. Aides, juniors and seniors from the two high schools, again provided much help. They monitored the busses, tutored individual students, ran two of the study periods, helped to mark papers and even took over classes in time of emergency. Classes ran for 50 minutes each with a 15 minute break after the second period for recreation and lemonade. Progress reports went home every two weeks with the final one mailed.

The summer ran smoothly with students attending regularly and working hard. Nevertheless there were some difficulties and issues that we addressed at a final evaluation meeting.

Recruitment needs to follow a more consistent pattern at both schools. We enrolled students who would repeat seventh grade, but we didn't have enough of them to create a special program for them. Thus their needs were not addressed in the best way. Ideally, they ought to be in a section taught by two teachers concentrating on English and math skills and stressing study skills such as note taking, outlining, reviewing and test taking strategies. Boston Latin Academy also sent a number of math students to Brighton High School for reasons not clear to us.

We need to rethink offering geography and earth science. We cannot teach or review a full year's curriculum in six weeks, yet that is what is expected since the exam can cover material from anywhere in the year. If we are to teach these subjects again, we need to make some agreement with the heads of departments of these subjects as to which units best represent the issues and principles they wish students to master. Both Mrs. Cunningham

*

and I felt that we could not do justice to the subject and that students could not concentrate on understanding basic principles because so much material had to be reviewed. Somewhat along the same lines, English teachers have suggested for the past summers, that literature to be read in summer ought not to be a rereading of the texts used in the winter. Boston Latin Academy this summer worked out with me an agreement to use two books from their summer reading list as the literature to be studied. This was much more satisfying to teachers and students than having to review texts already taught.

That discussion brought us to the crux of the problem facing EEP. Are we becoming just an alternate summer school for the Boston Latin schools, doing the job of the public school in a better way because we have smaller classes of Latin school students only, and teachers who know the students and the Latin school curriculum ? As Mr. Gray pointed out, EEP has stood for enrichment and we are losing that aspect of the EEP mandate under the present set-up.

A possible solution would be to offer each student a summer remediation program in one subject only, to continue to offer a modified study-study skills period, and an elective that would be truly enriching. That could be a writing class along the lines that Mr. Britton has been offering so successfully, a summer literature class, a drama class, a computer programming course, some offering in studio arts and/or music, an environmental earth science course making use of the campus, confidence and group building activities along the lines pioneered by Project Adventure especially useful if we have a class of repeating seventh graders. Such a program would serve the needs of the Latin schools for a summer school and would also serve the mandate of EEP. It might require some additional faculty or a different distribution of faculty, bringing about a better mix of Latin and independent school teachers and a greater exchange of ideas on teaching and curriculum.

The possible need for more funds brings me to another concern, the busses. We need 3 busses to bring 100-120 children to the Shady Hill campus. Their cost is about one third of the cost of the entire program. This program exists to serve Boston public school children. There ought to be a way to arrange to use their busses and reduce the cost of transportation. Bus behavior also remains a thorny issue. The aides do their best as monitors, but do not feel confident or skilled in maintaining order. The drivers have been very helpful in reporting difficulties to me right away, and parents have been supportive if students needed to be excluded from the bus for a few days. A better training program for aides would alleviate their distress. That would necessitate their being chosen early enough in the spring so that two or three afternoon training sessions could be set up.

We all agreed that my taking on the teaching of geography had been a mistake. Because I was tied to teaching two sections a day, I had less time to visit classes, to get to know each student, to be available for conferences or as a substitute teacher. It saved the program the salary of a teacher, but deprived it of a more available director.

The student evaluations again stressed how much they had appreciated small classes, a chance to ask questions, and helpful teachers who cared about them and wanted them to succeed. Most of them realized that they had to study harder, read the books, do the homework, to avoid another summer at school. Many mentioned that the quiet campus, the shorter day, helped them to concentrate. They all wanted more recess, and food. Although a significant number found the long bus ride a burden and recommended an in-town location for the program, over 70% felt that Shady Hill was the best place.

My final recommendation would be changing the date of the make-up exam to six weeks after the last Friday of the school year. Teachers and students need a good break from school. This program gives them about 10 days days before and a scant three weeks after, not the best arrangement.

Vera Nordal

John H. Lawson, Commissioner of Education

The Commonwealth of Massachusetts
Department of Education

1385 Hancock Street, Quincy, Massachusetts 02169

Examination School Attrition
Student Transfers and Withdrawals (7/82 - 9/83)

Boston Latin School - Total Enrollment (1982-83) = 2192
20% Black, 4% Hispanic, 62% White, 14% Asian
Total Transfers and Withdrawals = 366
Black and Hispanic - 168 = 46%
White and Asian - 198 = 54%

Total Transfer to All Other Boston Public Schools

Black and Hispanic	White and Asian
111 (71%)	45 (29%)

Total = 156

Transfers to Other Examination Schools

Black and Hispanic	White and Asian
9	3

Total = 12

Withdrawals from Boston Public Schools

Black and Hispanic	White and Asian
57 (27%)	153 (73%)

Total = 210

Boston Latin Academy - Total Enrollment (1982-83) 1240
35% Black, 3% Hispanic, 52% White, 10% Asian
Total Transfers and Withdrawals - 289
Black and Hispanic - 135 = 47%
White and Asian - 154 = 53%

Total Transfers to All Other Boston Public Schools

Black and Hispanic	White and Asian
96 (63%)	56 (37%)

Total = 152

Transfers to Other Examination Schools

Black and Hispanic	White and Asian
4	6

Total = 10

Withdrawals from Boston Public Schools

Black and Hispanic	White and Asian
39 (28%)	98 (72%)

Total = 137

Boston Technical High - Total Enrollment (1982-83) = 1100
49% Black, 5% Hispanic, 29% White, 17% Asian
Total Transfers and Withdrawals - 261
Black and Hispanic - 126 = 48%
White and Asian - 135 = 52%

Total Transfers to All Other Boston Public Schools

Black and Hispanic	White and Asian
35 (44%)	45 (56%)

Total = 80

Transfers to Other Examination Schools

Black and Hispanic	White and Asian
1	1

Total = 2

Withdrawals from Boston Public Schools

Black and Hispanic	White and Asian
91 (50%)	90 (50%)

Total = 181

For All Examination Schools
Total Transfers and Withdrawals - 916
Black and Hispanic - 429 = 47%
White and Asian - 487 = 53%

Total Transfers to All Other Boston Public Schools -388
Black and Hispanic - 242 = 62%
White and Asian - 146 = 38%

Transfers to Other Examination Schools - 24
Black and Hispanic - 14
White and Asian - 10

Total Withdrawals from Boston Public Schools - 528
Black and Hispanic - 187 = 35%
White and Asian - 341 65%

Franklin Banks

THE SCHOOL COMMITTEE OF THE CITY OF BOSTON

BOSTON PUBLIC SCHOOLS
DEPARTMENT OF IMPLEMENTATION
John R. Coakley, Senior Officer

October 28, 1983

MEMORANDUM

To: Franklin Banks

From: John Coakley John Coakley

Subject: Average Daily Attendance by Race by Grade Level: School Year 1982-83

In response to your telephone request for 1982-83 attendance data by race for the examination schools, I offer the following chart:

	Black ADA/ADM	White ADA/ADM	Other ADA/ADM	Total ADA/ADM
Boston Latin Academy	401/436 = 92.0%	580/646 = 89.8%	143/158 = 90.5%	1124/1240 = 90.6%
Boston Latin School	388/443 = 87.6%	1255/1365 = 91.9%	376/384 = 97.9%	2019/2192 = 92.1%
Boston Technical	459/538 = 85.3%	280/323 = 86.7%	209/239 = 87.4%	948/1100 = 86.1%

The total number of school days for the school year 1982-83 was 180.

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26 COURT STREET, BOSTON, MASSACHUSETTS 02108 • 726-6200, EXT. 5500, 726-6555 EXT. 5500 AREA 617

EXAM SCHOOL SUSPENSION STATISTICS 1982-83

BOSTON LATIN ACADEMY

	# students enrolled	percent of total	number suspended	percent of all suspensions	suspension index*
BLACK	421	34.82%	14	40.00%	1.15
WHITE	635	52.52%	20	57.14%	1.09
ORIENTAL	119	9.84%	1	2.86%	.29
HISPANIC	34	2.81%	0	.00	.00
TOTAL	1209		35		

BOSTON TECHNICAL HIGH SCHOOL

BLACK	531	49.26%	53	61.63%	1.25
WHITE	314	29.13%	26	30.23%	1.04
ORIENTAL	183	16.98%	2	2.33%	.14
HISPANIC	50	4.64%	5	5.81%	1.25
TOTAL	1078		86		

BOSTON LATIN SCHOOL

BLACK	422	19.65%	92	48.17%	2.45
WHITE	1346	62.66%	92	48.17%	.77
ORIENTAL	277	12.90%	4	2.09%	.16
HISPANIC	103	4.80%	3	1.57%	.33
TOTAL	2148		191		

*index = percent of students suspended per racial grouping divided by percent of those students enrolled; a number above 1.0 indicates a disproportionately high level of suspensions

John H. Lawson, Commissioner of Education

The Commonwealth of Massachusetts
Department of Education

1385 Hancock Street, Quincy, Massachusetts 02169

October 26, 1983

Dr. R. Robert Spillane
Superintendent
Boston Public Schools
26 Court Street
Boston, Massachusetts 02108

Dear Dr. Spillane:

Department of Education monitors have informed me of a serious situation at Boston Technical High School involving inadequate provision of English language support services for some Asian (Chinese) and Hispanic students. This situation demands immediate remediation. I understand that between six and twelve Asian students and three Hispanic students are experiencing considerable academic difficulty because of limited English proficiency, especially as it relates to understanding and using English in some of their classes. It is also my understanding that students were admitted to the school after having scored well enough on the SSAT entrance examination to meet the criteria applied to all other students.

We consider the lack of adequate language support services for minority students attending examination schools to be evidence of non-compliance with the special desegregation measures ordered by the Federal Court. Consequently, we are invoking section IV C of the 1982 Disengagement Order to request that you bring this situation into compliance by providing appropriate language support services for these and any other students at examination schools in need of such services.

We request that you provide us with a report by November 11, 1983 which includes:

1. a description of language assessment procedures conducted at the examination schools

2. the results of those procedures as well as the LAU categories of all enrolled students whose home-language is not English

3. plans to provide adequate language support services including the assignment of additional staff and dates for implementation

I am specifically bringing this to your attention now because of the urgency of the situation. I have been informed that one limited English proficient student at Boston Technical High recently attempted suicide at the school. I urge you to act immediately in order to prevent any further academic or psychological damage to these students. Thank you for your immediate attention to this situation.

Sincerely,

John H. Lawson

John H. Lawson
Commissioner of Education

cc: John Coakley
Robert Peterkin
Rosemary Rosen
Charles Glenn
James Case
Franklin Banks
Robert Blumenthal, Esq.
Robert Bohn, Esq.

THE SCHOOL COMMITTEE OF THE CITY OF BOSTON

BOSTON PUBLIC SCHOOLS
OFFICE OF THE SUPERINTENDENT
ROBERT R SPILLANE

November 17, 1983

Dr. John H. Lawson
Commissioner of Education
Commonwealth of Massachusetts
Department of Education
1385 Hancock Street
Quincy, Massachusetts 02169

Dear Dr. Lawson:

In response to your inquiry of October 26, 1983, concerning the academic difficulty of certain limited English proficient (LEP) students at Boston Technical High School, let me say that we are aware of the problem. As you know, we do have bilingual programs for these students; however, their parents do not wish for them to participate. What results often is that these students, even with language support, fell behind in certain academic areas. It usually takes them a year or two to acquire the necessary English language skills to compete in their mainstream classes. However, as you know, we cannot force children or parents to participate in bilingual programs.

I bring this to your attention only because there was some implication in your letter that these students were not receiving adequate services. It may be that we will have to review the criteria for the selection of LEP students and consider modifying the entrance requirements to Boston Technical High School in the future if this is a factor.

The language assessment procedures for the examination schools are to assign students based on performance on the SSAT and according to court orders. Language assessment procedures for these students, in keeping with our Voluntary Lau Compliance Plan, include completion of Home and School Language Surveys and, when the surveys do not cross-validate, administration of an oral dominance test. Once students enroll, they meet with guidance counselors regarding their schedules and services at the school. Boston Technical High School has a voluntary after-school tutoring program for students who are experiencing difficulty even though this is not required by law or regulations.

26 COURT STREET, BOSTON, MASSACHUSETTS 02108 • 72[illegible]-[illegible] AREA 617

Enclosed also is a Lau Printout indicating the Lau Categories and other pertinent test data on the students. An analysis shows that for students whose indicated home language is not English, Lau Categories are: A-57 students; B-26 students; C-71 students; D-23 students; E-30 students; and 45 students will be tested soon to determine their Lau Category. It should be noted that Lau Categories are assessed soon after students initially enroll, most students have since progressed significantly in oral English, and their reading skills are evidenced by their performance on the SSAT.

I must express my astonishment over the unwarranted implication that a lack of language support services caused a suicide attempt. Any attempted suicide is a tragic occurrence. Adolescent suicide is unfortunately a growing national phenomonom, the causes of which are as yet not clear to experts in the field. To suggest a direct causal relationship between this incident and services at Technical High seems inappropriate unless the conclusions are based on a full psychological evaluation of the student involved.

As you know, I do intend to comply fully with Department of Education monitoring efforts. I request that these efforts be based clearly on professional analysis of our programs and policies.

Please feel free to contact me if you have any questions about the enclosed material.

Sincerely,

Robert R. Spillane
Superintendent of Schools

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Enclosures

THE SCHOOL COMMITTEE OF THE CITY OF BOSTON

BOSTON PUBLIC SCHOOLS
BOSTON TECHNICAL HIGH SCHOOL

CHRISTOPHER P. LANE
Head Master

NOV 10 1983

November 8, 1983

To: Raffael DeGruttola, Senior Advisor
Bilingual Education

From: Christopher P. Lane, Headmaster

Subject: ESL Teaching Assistance

We have reviewed the Lau category data available to us. The statistics below should help identify and document the need:

Lau Average	Grade	9	10	11	12
3.0-3.9		30	24	27	18
4.0-4.9		23	15	6	9
5.0		18	8	10	4
No Lau Average		66	35	34	16

Under separate cover we have forwarded to you 148 completed Lau forms #2.

The need for ESL services at BTHS is greater this year than ever before. Although Tech is an exam school, many of the students whose native language is not English score well on the entrance exam because their level of comprehension in English and their Math scores are adequate. This along with their GPA gains them an invitation. The abilities of these students to understand spoken English and to use conversational skills in communicating in English are weak and need specialized reinforcement. They need additional assistance and further instruction in developing their oral language skills.

During the 1982-83 school year we contacted the Bilingual Department. We also met with Dr. Lancaster in an attempt to find an equitable solution for the high number of students who were experiencing physical, emotional and intellectual difficulties as a result of their inability to speak and to comprehend English at a higher level. The numbers at that time were substantial (at least 42 were identified - cover letter enclosed). Our request for a teacher to work with these students for the purpose of supplenting their English oral skills received no response.

205 TOWNSEND STREET, DORCHESTER, MASSACHUSETTS 02121 • 445-4381 AREA 617

Continued ... Page 2
November 8, 1983
To: Raffael DeGruttola
From: Christopher P. Lane
Headmaster/BTHS

This year the need is even greater. We have a list of students whose reading scores and performance in academic subjects can be traced to difficulty with spoken and written English. We feel that these identified difficulties, if remediated by ESL instruction, could result in an increase in the learning potential of the students. Our concern is for the development of these students both at the academic as well as at the emotional levels. We are not staffed or equipped to adequately provide the instructional services that these linguistic minorities are demanding.

We at Boston Technical High School feel confident that the availability of ESL instruction would significantly increase the retention rate of our linguistic minorities.

CPL/g
cc: Roger Beattie, Community Superintendent/District IX
Encl.

THE SCHOOL COMMITTEE OF THE CITY OF BOSTON

BOSTON PUBLIC SCHOOLS
BOSTON TECHNICAL HIGH SCHOOL

HENRY F. MOLLOY
Head Master

September 24, 1982

To: Roger Beattie
Community Superintendent - District IX

From: Christopher P. Lane, Headmaster

Subject: Need for an ESL Instructor

As the enclosed transfer letter request indicates, there are students who are assigned to our school who have severe difficulty with spoken and written English. I have reviewed the 8/30/82 Lau language report and found nine students who have current English closure scores of less than 2.0 grade equivalent. Not all students have, these scores. Therefore, I suspect the number of students who have this need to be even greater.

One student is approved for transfer (enclosure) and I have at least two more requests for transfer on my desk. I believe that the students can do the math and possibly some of the science work but they need ESL support.

I request that the language needs of our student body be reviewed and if warrented an ESL instructor be assigned to Boston Technical High School.

CPL/g
Encl.
dd: Raffael DeGruttola
Senior Advisor - Bilingual

John H. Lawson, Commissioner of Education
The Commonwealth of Massachusetts
Department of Education

1385 Hancock Street, Quincy, Massachusetts 02169

November 30, 1983

Dr. Robert Spillane
Superintendent
Boston Public Schools
26 Court Street
Boston, MA 02108

Dear Dr. Spillane:

Thank you for your response to my letter (October 26) regarding problems with language support services for Limited English proficient students at Boston Technical High. The information on the LAU assessment procedure and the actual figures on numbers of students in various LAU categories have been most informative.

As of November 30, 1983, I have been informed that the additional support staff needed to remedy the problem has not arrived at the school, nor has the headmaster received any specific information on when this additional support will be provided. Would you please inform us of specific plans for remedying this problem, including dates by which staff will be assigned? Thank you for your prompt response.

Sincerely,

John H. Lawson
Commissioner of Education

Special Education

Objectives:

Objective #1:

To determine whether there is a resource room and appropriate staff and materials in each school.

Objective #2:

To determine whether there are substantially separate classes (502.4) in at least three schools in each district.

Questions 1 A, 2 A:

1 A. Does Boston Public Schools have a resource room in every school?

2 A. Does Boston Public Schools have substantially separate classes (502.4) in at least three schools in each district?

Method:

The Greater Boston Regional Office of the Department of Education (DOE) will request from Boston Public Schools, documentation indicating Special Education programs and the numbers of staff located in each school.

Utilize Special Education Program Matrix.

Supportive Documentation:

Boston Public Schools submitted BPS Department of Personnel and Labor Relations, Employees with Function Code, 1301-1392 by Name, 9/27/83, and Position and Control Forms listing Special Education Teachers and Aides by school and level for all schools.

The above was submitted for all schools, per agreement with the Division. Additionally, BPS submitted a Program/Service Data Sheet for those schools scheduled for on-site visits. (see appendix 1)

Monitoring Sites:

The following schools:

Aggasiz Elementary - 10/13/83
Condon Elementary - 10/13/83
Charlestown High School - 10/4/83
Brighton High School - 10/3/83
Dorchester High School - 10/5/83
Edwards Middle School - 10/12/83
Mackey Middle School - 10/12/83

were visited to verify program and staff.

Findings:

Programs listed on Program Service Data Sheets requested by Department prior to on-site visit were all in place.

Based upon paper documentation submitted, there exists a resource room in every school and substantially separate classes (502.4) in at least three schools in each district.

Objective #1:

To determine whether there is a resource room and appropriate staff and materials (continued).

Question 1 B1:

Have problems with assignment of qualified staff, especially bilingual, been resolved?

Methods:

In correspondence dated 8/29/83, the Greater Boston Regional Office requested from Boston Public Schools a roster of all bilingual/special education programs, staff assigned, their certification, and/or waiver status, a list of vacancies in the bilingual special education area, including bilingual assessors and documentation of attempts to secure personnel.

Written documentation. On-site visits to selected schools representing a range in levels.

Interviews with teachers, Evaluation Team Leaders, Department Heads and Principals.

Supportive Documentation:

Boston Public Schools Department of Personnel and Labor Relations, with Function Code, 1301-1392 by Name, 9/27/83.

Bilingual Special Education Staff Status, 1983-84.

Position and Control Forms listing Special Education Teachers and Aides by school and level for all schools. This was submitted in response to DOE's request for complete program and staff matrices by each school.

Update and Status Report on Those Problems Schools and Programs Cited in the July 1983 Board Report.

(See appendix 2)

Monitoring Sites:

Site visits were conducted at the following schools:

Brighton High School
Charlestown High School
Dorchester High School
Edwards Middle School
Mackey Middle School
Agassiz Elementary School
Condon Elementary School

Objective #1 (continued):

Question 1 B1(continued):

Findings:

According to the Bilingual Special Education Staff Status Report, there are 64 bilingual special education teachers representing Spanish, Italian, Haitian, Greek, Cape Verdian and Chinese. Out of the 64, needed are: 7 first year waiver requests, 1 second year waiver request and 5 third year requests.

Additionally, 2 staff are noted as on second year waivers where their first year waiver requests for the 1982-83 school year were denied. Of 5 who were identified as certified, on the Bilingual Special Education Staff Status Report, 2 were listed as on first year waiver status on the 9/27/83 printout, 1 was listed as on second year waiver status, 1 was listed as on third year waiver status. Further, 1 court-ordered personnel who was identified as certified on the Bilingual Special Education Staff Status Update was approved only as a second year waiver in the 1982-83 school year and listed as a third year waiver on the 9/27/83 printout.

Based upon a review of certification waivers submitted to the Division, 8 waiver requests were submitted for bilingual/special education staff, 3 will be forthcoming and 1 is problematic. One individual is no longer in bilingual/special education. Of the two denied waivers during 1982-83, one is problematic due to out-of-state reciprocity questions, and the other is certifiable. The list of Bilingual Special Education Specialists indicates that one of the four psychologists is not certified; one of the three pupil adjustment counselor positions is vacant. The three Speech Therapists positions were reduced from 4 to 3. The Vision Resources position is vacant.

On November 17, 1983, Boston Public Schools submitted 15 special education waiver requests to the Division of Special Education for the current 1983-84 school year. (Appendix 3)

Objective:

To determine whether there is a resource room and appropriate staff and materials (continued).

Question 1 B2:

Have problems with assignment of qualified staff, especially bilingual, been resolved?

Methods:

The Greater Boston Regional Office will review Boston Public Schools' waiver requests for teacher certification.

Cross reference with past teacher certification requests; review all requests to ensure appropriate documentation is meeting certification waiver requirements.

Supportive Documentation:

Submission of certification waiver requests. Bilingual Special Education Staff Status, 1983-84 Boston Public Schools Department of Personnel and Labor Relations, Employees with Function Code, 1301-1392 by Name, 9/27/83.

Monitoring Sites:

Brighton High School
Charlestown High School
Dorchester High School
Edwards Middle School
Mackey Middle School
Agassiz Elementary School
Condon Elementary School

Findings:

A total of 78 Special Education Teachers were interviewed at these 7 schools. Four did not have the appropriate Special Education approval or needed a waiver submitted for the bilingual special education services they perform. Eight needed their certification status further clarified.

Of the 4 with inappropriate certification or outstanding waivers, one certification waiver will be submitted and three remain outstanding. Of the 8 needing clarification, 6 are certified, 1 waiver will be forthcoming, and 1 is provisionally approved as a vocational instructor of special needs students.

On November 17, 1983, Boston Public Schools submitted 15 special education waiver requests to the Division of Special Education for the current 1983-84 school year. (Appendix 3)

Objective 1:

To determine whether there is resource room and appropriate staff and materials in each school.

Question(s) 1B3

Have problems with assignment of qualified staff, especially bilingual been resolved ?

Methods:

The Regional Office Special Education Director will meet with the Associate Commissioner for Curriculum and Instruction to determine process for reviewing certification status of court ordered personnel to ensure assignment of qualified staff to special education classes. Meetings, copies of relevant correspondence.

Supportive Documentation:

Records on file with Greater Boston Regional Education Staff Special Education Unit.

Monitoring Sites:

N/A

Findings:

All problems relative to Special Education will be forwarded to the Associate Commissioner.

Objective 1:

To determine whether there is a resource room and appropriate staff and materials.

Questions 1C:

What actions have Boston Public Schools taken to address the staffing concerns cited in the July 1983 Board of Education Monitoring Report?

Methods:

Correspondence from the Greater Boston Regional Office, dated 8/29/83, requested from Boston Public Schools an update and status report on those problem schools and programs cited in the July'83 Board of Education Desegregation Report. Utilize Special Education Matrix.

Supportive Documentation:

Boston Public Schools submitted BPS Department of Personnel and Labor Relations Employees with Function Code, 1301-1392 by Name, 9/27/83, and Position and Control Forms listing Special Education Teachers and Aides by school and level for all schools. Update and status report on those problem schools cited in the July 1983 Board Report. (See Appendix 4)

Monitoring Sites:

The following schools, Agassiz Elementary, Condon Elementary, Edwards Middle, Mackey Middle, Charlestown High School, Brighton High School, Dorchester High School, were visited to verify program and staff.

Findings:

Based upon its site visits, the team found that Boston had taken action to address the staffing concerns in the classrooms at the following schools:

Mackey Middle School	- L/AB Teacher with certification present.
Charlestown High School	- Bilingual Chinese Resource Room Teacher present... OSDC Culinary Arts Teacher and students present.
Edwards Middle School	- SAR & Resource Room Teachers with special education certification present...Bilingual Chinese Resource Room teacher present.*
Agassiz Elementary	- Bilingual Spanish SAR Teacher present** ...SAR Teacher with special education certification present.
Condon Elementary	- Bilingual Cape Verdean Resource Room Teacher present.***

Mixing of Spanish and Cape Verdean Special Education Students found at the Condon Elementary. (See appendix 4a)

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*The teacher does not hold appropriate Special Education certification and/or waiver. See Massachusetts Special Education Monitoring Standards, 19.1. (Appendix 4)

**The teacher was approved for 2nd year waiver for 003 certification 4/4/83. See Massachusetts Special Education Monitoring Standards, 19.1 (Appendix 4)

***Teacher was approved for 1st year waiver for 003 certification on 4/4/83. See Massachusetts Special Education Monitoring Standards, 19.1 (Appendix 4)

Objective 1:

To determine whether there is a resource room and appropriate staff and materials.

Question(s) 1D:

Does Boston Public Schools have an adequate pool of substitute teachers to ensure Resource Room service delivery?

Methods:

The Regional Office will conduct on-going site visits to verify that qualified substitutes are available. On-site visits. Interviews with teachers and Evaluation Team Leaders.

Supportive Documentation:

Program and Staff Matrices

Monitoring Sites:

Agassiz Elementary, Condon Elementary, Edwards Middle, Mackey Middle, Charlestown High School, Brighton High School, Dorchester High School.

Findings:

During the on-site visit, the following classrooms had substitutes:

Dorchester High School - Room 116-OSDC
Dorchester High School - L/AB Cluster
Brighton High School - Room 4S, RR

None of the substitutes had special education certification. Boston Public Schools has a pool of 20 substitutes available on a day to day basis to be deployed as needed.

Corrective Action Taken to Date

Correspondence to Personnel Office requesting clarification on length of leave and recruitment efforts for qualified Special Education staff.

Objective 1:

To determine whether there is a resource room and appropriate staff and materials.

Question(s) 1E:

Does Boston Public Schools have a system for ordering, distribution, inventory control and budget maintenance for educational supplies and materials, and which ensures equalization of material distribution?

Methods:

In letter dated 8/29/83, GBREC requested "a description as to how supplies and materials are distributed in each school or district." Letter from GBREC to Boston Public Schools, on-site visits to verify system in place,,interviews with teachers.

Supportive Documentation:

Boston provided its general budgetary guidelines for ordering supplies. (See Appendix 5)

Monitoring Sites:

Agassiz Elementary, Condon Elementary, Edwards Middle, Mackey Middle, Charlestown High School, Brighton High School, Dorchester High School.

Findings:

The majority of teachers indicated that they had adequate supplies. They indicated familiarity with ordering process, including access to Special Education monies from Senior Level Advisors.

Problems mentioned were:

- Spring '83 orders not received
- Materials ordered not given to teachers who requested materials
- Materials inappropriate for students because class changed
- Inadequate native language materials in Spanish and Chinese
- Inadequate number of materials hinders complying with homework policy

Objective 3:

To determine whether out-of-district placements of special needs students are programmatically appropriate in consultation with the Director of Equal Educational Opportunity for assignment implications.

Question 3a:

Is Boston Public Schools continuing to implement the Prima Facie Denial Action Plan under 71B, Section 6, to address the over-representation of black students in 502.3 prototype?

Question 3c:

Where disproportionality has been cited through the prima facie denial procedures, are the Boston Public Schools appropriately reviewing and placing identified special education students in accordance with the Chapter 766 procedures?

Methods:

The Greater Boston Regional Office submitted final monitoring report for '82-'83 in July, 1983.

DOE will monitor the Prima Facie Denial '83-'84 Action Plan.

3a - Site Visits
Interviews with: Special Education and Regular Education Staffs
Record Reviews

3c: The Division of Special Education will continue to determine over and under representation of minority students in all special education prototypes. Monitors will continue to review Boston's PFD Action Plan to assure that previously identified over-representation in 502.3 program prototypes are made for "compelling educational reasons".

Supportive Documentation:

Prima Facie Denial Action Plan

Monitoring Sites:

A representative sample of schools from the list of over-represented schools will be visited (Appendix 8)

Findings:

Boston submitted its Action Plan 9/30/83.

Plan will be monitored during next round, December 1983 - May, 1984

Objective 3:

To determine whether out-of-district placements of special needs students are programmatically appropriate. (continued)

Question 3b:

Is Boston Public Schools appropriately placing identified Special Education students into substantially separate prototypes (502.4), especially Learning and Adaptive Behavior (L/AB) programs in accordance with Chapter 766 procedures?

Methods:

The Greater Boston Regional Office will receive and review Boston Public Schools submission of assurances that L/AB classroom enrollments are reviewed by Boston Public Schools for placement appropriateness for the 1983-84 school year. The Greater Boston Regional Office will conduct on-site visits to selective substantially separate programs with a focus on L/AB programs.

Review and on-site visits, including selective individual case record reviews and teacher interviews.

Supportive Documentation:

Boston Public Schools submission of L/AB program placements review process.

Boston Public Schools reports resulting from their review of 502.4 substantially separate placements(by Jan. 1, 1984). (Appendix 9)

Monitoring Sites

N/A for first round

Objective 3, Question 3B

FINDINGS

The assignment of students who have been identified to be in need of a 502.4 prototype through the TEAM evaluation process involves the Department of Student Support Services and the Department of Implementation.

The Department of Implementation has to have the space matrix in place around February 1. According to the first Court Order (1975) bilingual and substantially separate assignments have to be made first, that is, before regular education assignments. The Department of Implementation knows it has to make unique provisions for approximately 3200 students in substantially separate programs.

Some time in February the Department of Implementation staff meets with Senior Level Advisors and Program Specialists from the Department of Student Support Services and reviews the print-outs of assigned Special Education students to identify those students who will receive applications and/or notices. Special Education students who are identified as staying in substantially separate programs for any one of the following reasons, for example:

student will be moving to a more restrictive prototype
student will be moving across programs, i.e. from L/AB to LD
student will be moving across levels, i.e. from elementary to middle
student will be staying in same program and prototype

will receive notices. The notice says that notification of assignment will be issued around May 15th and that the assignment will be determined together with the Department of Student Support Services through the TEAM process.

Special Education students who are moving from substantially separate 502.4 or more restrictive prototypes to mainstream programs, 502.1-502.3 will receive applications together with regular education students.

In making assignments, the Department of Implementation tries to meet court-ordered percentages of ideal, high and low. Because high incidence disability 502.4 programs, that is, SAR, L/AB and LD, exist in every district, the Senior Level Advisors are guided by the following considerations when recommending placements of students to high disability programs*:

1) a program within geocoded school
2) at high school level, program within geocoded school first; if this doesn't work, a District IX school
3) program in a contiguous district
4) if the above do not work, a program in a non-contigous district

Ideally, assignment notifications go out around May 15th. The day they are sent out they become obsolete for students who:
1) move
2) are terminated
3) move from 502.4 program to less restrictive program

After May 15, the Department of Student Support Services send up D15 form

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* See Memo to Pamela Kaufmann from Thomas Hehir, 11/10/83 re: L/AB Placements

Findings (continued):

for students on whom TEAM meetings have been held and who need assignments. From the 15th of May to the following Spring, assignments for 502.4 students and above are done manually and daily.

To assure appropriate placement of students in the 502.4, 502.5 and 502.6 prototypes, the Department of Student Support Services has developed the following procedures. Upon completion of the TEAM meeting, at the school level, the IEP is sent to the Senior Level Advisor, p.88 of Boston Public School Special Education Procedures Manual, (from here on manual will be referred to as BOSPED). At this time the Evaluation Team Leader also attaches the Central Review Unit Checklist and Profile(see Appendix 9). When IEP and CRU Checklist and Profile come to Compliance Unit, they are logged and are forwarded to Senior Level Advisor who follows steps outlined in BOSPED manual, pp. 141-145 (See Appendix 9). The Senior Level Advisor reviews the IEP and accompanying materials for compliance with Chapter 766 Regulations and recommends placement in a program based upon considerations given above.

Relative to Allen v. McDonough, the Boston Public Schools has developed The Comprehensive Internal Program Review (CIPRP) procedures. It is a plan to monitor and evaluate Special Education Programs in the Boston Public Schools. In 1983-1984 the monitoring teams will visit 60 schools . The monitoring visit includes inspection of a sample number of student's Chapter 766 files and records. To address the State Department of Education's concern regarding the apparent over-representation of minority students in L/AB programs, the CIPRP teams will review a representative sample of minority 502.4 students in the schools where there are 502.4 classes. (Meeting between Pamela Kaufmann, Marie Lindahl and Tom Hehir, 11/8/83) Furthermore, to guard against bias in the TEAM Evaluation process at the schools and central office level, Boston will require that the PFD checklist be used for all minority students at their original IEP meeting and for re-evaluations of students placed in the L/AB program. It is already used for minority students in the 502.2 and 502.3 prototype as part of Boston's Action Plan for Prima Facie Denial of Equal Educational Opportunity. Senior Level Advisors will review all L/AB placement recommendations since last May. They will report their findings:

L/AB placement recommendations by level, by race
Actual L/AB placement by level, by race

Central Review Unit submissions for L/AB placement will be screened to assure that alternative strategies such as counseling or therapy have been attempted prior to placement in L/AB prototype. The Over/Under Representation Project will investigate assessments used in educational, sociological and psychological evaluations to assure they are culturally non-biased. A list of tests will be completed by the summer of 1984 and in-service will be conducted for appropriate personnel during the 1984-85 school year.

The Department of Education monitoring team will conduct case studies of minority students in L/AB programs during the second round of monitoring.(See appendix 9)

Additional Objective:

To determine if adequate transportation arrangements have been provided for desegregating schools and programs (not including Special Education, which will be reviewed within that Division.)

Additional Question 5:

What kinds of transportation complaints are being reported and how is Boston responding to these problems?

Methods:

GBREC will continue to address transportation problems.
GBREC will review Boston Public Schools Transportation Unit's follow-up on Special Education complaints.

Division of Special Education, Complaint Management System

Interviews with Transportation Unit staff, school based staff and parents

Review of Transportation Unit's complaint system

Supportive Documentation

Complaints

Monitoring Sites

N/A

Findings:

During the first round of monitoring, GBREC staff met with the Transportation Unit Director. The Transporation Unit has two forms to communicate with ARA Associates on transportation complaints which are picked up in mid-morning and late afternoon by ARA. (Appendix 10)

GBREC has received 2 transportation complaints since September.

During the on-site visit, concerns were addressed at some of the schools regarding transportation. They will be followed up during 2nd round of monitoring.

The Department of Student Support Services had developed an internal complaint management system and are working with Boston's Transportation Unit to develop a method of coordination for tracking and conducting follow-up on transportation complaints. The Division of Special Education will conduct a sample case study follow-up of special education transportation complaints and the effectiveness of Boston's system.

Other Findings:

What is the largest number of special needs children you serve at any one time?

Methods:

The GBREC Special Education monitoring team interviewed service providers to determine that class size conforms to Chapter 766 Regulations, 502.2 (b) (iv) and 502.4 (b) and 502.8 (b) and 502.8 (c).

Interviews

Supportive Documentation:

Program Service Data Sheets

Monitoring Sites

Condon Elementary
Agassiz Elementary
Edwards Middle
Dorchester High School
Charlestown High School
Brighton High School
Mackey Middle

Findings:

The number of children in an instructional group exceeded regulatory requirements for class size:

Mackey - Room 101 RR

Dorchester H.S. - Room 304 RR
Room 201 RR
Room 206 RR

Charlestown - 401 — one period substantially sep.
439b LD
432 RR
530 RR

Edwards - Room 209A RR
217 RR

See Chapter 766 Monitoring Standard 12.5 for DOE action.

In addition, during the on-site monitoring, it became evident that programs for children in special education were not being provided in rooms which are at least equal in all physical respects to the average standards of regular education facilities in: Brighton H.S.; Mackey; Charlestown H.S.; and Dorchester H.S.

See Chapter 766 Special Education Monitoring Standards 17.1 for Required Corrective Action. (Appendix 6)

Other Findings:

What is the age of the youngest child in 502.4 program? What is the age of the oldest child in the same 502.4 program?

Methods:

The GBREC Special Education Monitoring Team interviewed service providers to determine the age range of students in 502.4 classes does not exceed 48 months without a current waiver from the Regional Center.
Chapter 766, Regulation 502, Section 4(c)

Interviews

Supportive Documentation:

Age Span Waivers

Monitoring Sites

Agazziz Elementary
Condon Elementary
Edwards Middle
Mackey Middle
Brighton H.S.
Charlestown H.S.
Dorchester H.S.

Findings:

There were substantially separate programs at Brighton, Dorchester and Charlestown that had students with age ranges exceeding 48 months. See Chapter 766 Monitoring Standards 12.4 (Appendix 7)

Corrective Action Taken To Date

Boston Public Schools submitted waiver requests for those programs on November 1.

APPENDIX I

Greater Boston Regional Education Center
The Commonwealth of Massachusetts
Department of Education

27 Cedar Street, Wellesley, Massachusetts 02181 431-7825

August 29, 1983

Mr. Kenneth Caldwell, Manager
Department of Student Support Services
Boston Public Schools
26 Court Street
Boston, MS 02108

Dear Mr. Caldwell:

In preparation for our FY'84 Desegregation Monitoring on the orders related to Special Education, I am requesting the following information:

1. Please complete program and staff matrices by each school and submit to the Greater Boston Regional Office by September 16, 1983. Attached is the form to be used.

2. Please provide by September 16, 1983, a complete listing of all bilingual/special education programs, staff assigned, their certification and/or waiver status and list of vacancies in the bilingual/special education area, including bilingual assessors, regarding existing vacancies. Please provide this office with a statement of efforts Boston Public Schools has taken to secure appropriately certified personnel. It would be acceptable to incorporate some of this information on the program and staff matrices. (This same request will be part of the Boston Public School's Prima Facie Denial Action Plan.)

3. Please provide by September 16, 1983, the Greater Boston Regional Office with an update and status report on those problem schools and programs cited in the July, 1983, Board of Education Desegregation Report. See Section 346C of the Appendix. (attached)

4. Please provide the Greater Boston Regional Office by September 16, 1983, with a description as to how supplies and materials are distributed in each school or district. We are particularly concerned that new or transferred teachers be given the opportunity to have adequate supplies and materials at the start of the school year.

5. Pursuant to Recommendation #4 in Special Education section of the July, 1983, Desegregation Report, we anticipate a response from Boston Public Schools by October 1, 1983, of assurances that LAB classroom enrollments have been reviewed for placement appropriateness

for the 1983-84 school year. Please include a description of the process Boston Public Schools will be using to determine placement appropriateness.

6. Certification waiver requests should be submitted to this office by September 16, 1983.

Special Education staff from this office will be conducting selected on-site monitoring from September 19 - October 15, 1983, to verify your documentation. Tentatively, we will be visiting the following schools: Brighton, Dorchester and Charlestown High; Edwards and Mackey Middle; and Agassiz and Condon Elementary. We will let you know by September 16, 1983, as to specific dates.

In planning for this coming year, whether related to Desegregation or Special Education Monitoring, I would appreciate receiving a list of anticipated CIPRP monitoring site visits, and Special Education Inservice Training schedules.

Additionally, I would like to remind you that any requests for age span or class size waivers should be submitted to this office by November 1, 1983.

We appreciate your attention to these requests. Should you have questions, we remain available for assistance.

Sincerely yours,

Pamela Kaufmann

Pamela Kaufmann
Regional Special Education Director

PK:ed

Attachment

cc: Roger W. Brown
Judith Riegelhaupt
Marlene Godfrey
Marie Lindahl
Gloria Arcisz
Dorothy Latham

APPENDIX 2

BILINGUAL SPECIAL EDUCATION STAFF STATUS
1983 - 1984

2①

SCHOOL	PROGRAM	LANGUAGE	TEACHER	CERTIFIC. STATUS
Brighton H.S.	R R	Sp	Guillermina Guity	Certified
Edison	R R	Sp	Robert Doherty	Certified
Taft	R R	Sp	María García-Basil	Certified
Gardner	R R	Sp	Carmen Folch	Certified
Tobin	R R	Sp	Cristina Chacón	Certified
Tobin	Lang. Dev	Sp	Marisel Rivera Fontañez	Waiver 2
Winship	R R	Sp	Susan Ashkouri	Certified
Winship	ECE	Sp	Asunción Sedó	Certified
Winship	ECE	Sp	Vacant. Aurora Cunningham is being hired for this newly created position; a Waiver 1 will be requested from State	
Jamaica Plain H.S.	R R	Sp	Pedro Arias	Certified
Mary E. Curley	R R	Sp	Mary Pechewlys	Certified
Mary E. Curley	L. D.	Sp	Altagracia Vásquez A substitute teacher is currently assigned to this class; teacher on maternity leave till October 15-83	Waiver 2

BILINGUAL SPECIAL EDUCATION STAFF STATUS
1983 - 1984

CHOOL	PROGRAM	LANGUAGE	TEACHER	CERTIFIC. STATUS
Mary E. Curley	L/AB	Sp	Miguel Prieto	Waiver 3
T. Roosevelt	R R	Sp	Carmen Zayas	Waiver 1
Agassiz	R R	Sp	Melvena Green	Certified
Agassiz	SAR-L/AB	Sp	Berta Berriz	Waiver 3
Ellis	R R	Sp	Dora Brito	Certified
J. F. Kennedy	R R	Sp	María Arias	Certified
J. F. Kennedy	L. D.	Sp	Nancy Fernández	Certified
J. F. Kennedy	Prim. Lan. Dev.	Sp	Vacant. Fernando Pérez, who is a BPS teacher and will need a Waiver 1, is being considered for this position (a replacement needed for his K)	
West Roxbury H.S.	R R	Gr	Paul Vekiarides	Certified
Mattahunt	R R	Gr	John Koutrobis	Certified
Mattahunt	R R	Sp	Shelley Rienan	Waiver 1
Lewenberg	R R	Ha	Jean Philogene	Certified

BILINGUAL SPECIAL EDUCATION STAFF STATUS
1983 - 1984

2③

SCHOOL	PROGRAM	LANGUAGE	TEACHER	CERTIFIC. STATUS
Dorchester H.S.	R R	Sp	Rafael Justiniano	Waiver 1
Cleveland	R R	Sp	Gloria Pereira	Waiver 3
Sarah Greenwood	R R	Sp	Rita Amper Agostinelli	Certified
Holland	R R	Sp	Mary Ellen Garrity	Certified
Marshall	R R	Sp	Victoria Escobar	Certified
Marshall	P.T.C.	Sp	Virginia Méndez	Certified
Marshall	ECE	Sp	Yvonne Alvarado	Waiver 1
Murphy	R R	Ha	Renè Georges	Certified
Dearborn	R R	C.V.	Ronald Seeley	Certified
McCormack	R R	Sp	Cynthia Brown	Certified
Condon	R R	C.V.	Maria Macedo	Certified
Dever	R R	Sp	Vacant. Teacher resigned as of September 23-84; Lilia Bartolomé, who would need a Waiver 1, is being interviewed for this position; she might start 9-27	
Russell	R R	Sp	Margaret Salemme	Certified

BILINGUAL SPECIAL EDUCATION STAFF STATUS

1983 - 1984

2 ④

SCHOOL	PROGRAM	LANGUAGE	TEACHER	CERTIFIC. STATUS
Charlestown H.S.	R R	Sp	Nilda Díaz	Waiver 2
Edwards	R R	Ch	Helen Kuo	Waiver 1
Timilty	R R	Sp	Brad Cohen	Certified
Timilty	L.D.	Sp	Mayra Morales	Waiver 3
Timilty	S.A.R.	Sp	Carmen Veray	Waiver 1
Blackstone	R R	Sp	Haydée Irizarry	Certified
Blackstone	P.T.C.	Sp	Norma Del Río	Waiver 1
Agassiz/ Blacstone	K Int. Tea.	Sp	Dora Nocera	Certified
East Boston H.S.	R R	It	Yolanda Musto	Certified
Barnes	R R	It	Rudolph Tella	Certified
Otis	R R	It	Agnes Capobianco	Certified
English H.S.	R R	Sp	Jody Mazur	Certified
English H.S.	R R	Ha	Nancy Giacobozzi	Certified
English H.S.	S.A.R.	Sp	Grace Quigua	Certified
Madison Park H.S.	R R	Sp	Marilia Miranda	Certified
Madison Park H.S.	R R	C.V.	Maria Rodrigues	Certified

BILINGUAL SPECIAL EDUCATION STAFF STATUS
1983 - 1984

2(5

SCHOOL	PROGRAM	LANGUAGE	TEACHER	CERTIFIC. STATUS
Madison Park H.S.	L.D.-L/AB	Sp	Lya Avant	Certified
King	R R	Sp	Zayda González	Certified
Mackey	R R	Sp	Judith Zagoren White	Certified
Mackey	S A R	Sp	Carolina Arango	Certified
Hennigan	R R	Sp	Mariana Serra	Certified
Hennigan	S A R	Sp	Angela Arai	Certified
Hennigan	S A R	Sp	Henry Haroian	Certified
Hennigan	L.D.	Sp	Cristina Haroian	Certified
Hennigan	L/AB	Sp	José García	Certified
Hennigan	E.S.D.	Sp	Gloria Piñeiro Landing	Waiver 2
Hernandez	R R	Sp	Marta Valdés	Certified
McKay	R R	It	Sonia Altimari	Certified

BILINGUAL SPECIAL EDUCATION. LIST OF BILINGUAL ASSESSORS.

Psychologists:	Manuel Sedó	Sp
	Rosa María Paunero	Sp
	Yvonne Romero	Sp
	Vacant: recruitment effort being currently implemented	Sp
Pupil Adjustment Counselors:		
	Diego Ballaratti	Sp
	Rebecca Ruiz Cantres	Sp
	Vacant: recruitment effort being currently implemented	Sp
Vision Resources Teacers:		
	Vacant: recruitment effort being currently implemented	Sp
Speech and Language Therapists:		
	Carlos Ortíz	Sp
	Alma Aldebol	Sp
	Eileen Buianowski	Sp

APPENDIX 3

THE SCHOOL COMMITTEE OF THE CITY OF BOSTON

BOSTON PUBLIC SCHOOLS
DEPARTMENT OF PERSONNEL AND LABOR RELATIONS
MANAGER
IDA WHITE

November 8, 1983

Pamela Kaufman
Greater Boston Regional Educational Center
Schofield School
27 Cedar Street
Wellesley, Massachusetts 02181

Dear Ms. Kaufman:

Attached you will find the waiver requests for uncertified Special Education Staff for the 1983-1984 academic year. The waiver requests are organized into two (2) groups: Court-ordered personnel and non-court ordered personnel.

The fifteen (15) names included herein will be the first batch of waiver requests to be submitted this year. It is anticipated that we will submit a second batch of waiver requests within the coming month. This group was approved by the School Committee on November 1, 1983.

The waiver requests breakdown into the following categories:

a.	Court ordered personnel	3
b.	Non-court ordered personnel	12
c.	Moderate certification	9
d.	Severe certification	2
e.	Certified in Moderate, experience in Speech/Language	3
f.	Bilingual Special Needs	8

In terms of number of years for which these waiver requests have been filed, the following breakdown is provided:

First year	4
Second year	5
Third year	6

The four (4) first year waiver requests are explained in the attached chart.

Included for your review are all advertisements which were posted in various newspapers in an effort to recruit qualified and certified candidates.

At this time I am requesting clarification of two (2) outstanding issues. One, is the procedure for filing waivers for individuals seeking Approval of Vocational Special Needs Instructors. The other is, the procedure for filing waivers for School Psychologists.

We trust that the waiver requests are in order. Staff will be available to answer questions upon your request.

Thank you for your professional consideration in this matter.

Sincerely

Ida White, Manager
Personnel/Labor Relations

Attachments

cc: Kenneth Caldwell
Thomas Hehir
Mirna Vega

IW/mlh

4.

APPENDIX 4

FINDINGS

A review of Boston's response to the issue of providing appropriately certified special education staff at the problem schools identified in the Board of Education Desegregation Report, July, 1983, its Special Education Roster and its complete program and staff matrix by school show discrepancies which make it difficult to tell how many Special Education programs and teachers there are in the schools. These discrepancies will be pursued through site visits and further review of paper documentation during the second round of monitoring.

School	BPS Response Appendix	Program and Staff Matrix	Special Education Roster
Umana	4 Resource Room	5 Resource Room	
	1 L/AB	1 L/AB	
	1 LD	1 LD	
	Total 6	Total 7	Total 8
Mackey	4 RR	4 RR	
	1 L/AB	1L/AB	
	1 SAR	1 SAR	
	Total 6	Total 6	Total 6
Edwards	3 RR	3 RR	Total 5*
	1 SAR	1 SAR	
	1 LD	1 LD	
	Total 5	Total 5	
Hyde Park	5RR	5RR	
	8 ESD	6 ESD	
	1 L/AB	2 MH	
	1 LD	2 SAR	
	3 SAR		
	Total 18	Total 17	Total 19
J. Burke	3 RR	3RR	
	3 SAR	3 SAR	
	2 LD	2 LD	
		2 L/AB	
	Total 9	Total 10	Total 10
S. Boston	4 RR	4 RR	
	2 LD	1 LD	
	1 L/AB	1 L/AB	
	2 SAR	2 SAR	
	Total 9	Total 8	Total 10
			4.

School	BPS Response Appendix	Program and Staff Matrix	Special Education Roster
J.P.H.S.	5RR 1L/AB 1 LD 1 SAR Total 8	5 RR 1 LD 1 SAR Total 7	Total 10
Charlestown H.S.	4 RR 1 OSDC 7 ESD 1 LD 2 SAR 1 L/AB Total 16	5 RR 5 ESD 2 MH 2 SAR 1 L/AB Total 15	Total 16
East Boston H.S.	6 RR 2 SAR 1 L/AB Total 9	5 RR 2 SAR 1 L/AB Total 8	Total 10
Barnes	4 RR 1 SAR Total 5	4 RR 1 SAR Total 5	Total 5
Rogers	4 RR 2 L/AB 2 L/D Total 8	3 RR 1 L/AB 1 L.D. 1 L.D. Bright Total 6	Total
Condon	2 RR 4 EC 3 LD 3 DDC Total 12	3 RR 2 DDC 1 PTC 1 L/AB 3 L.D. 3 EC Total 14	On-site confirmation 1 L/AB 2 RR 3 LD 3 DDC 3 EC 1 EC Itinerant Total 13
Agassiz	2 SAR 2 RR 3 EC 2 Vision 2 L/AB	2 RR 1 Vision 1 SAR-L/AB 2 L/AB 2 EC 1 Itinerant 1 DDC	2 SAR 2 RR 3 EC 2 Vision 2 L/AB

Appendix 5

*BOSTON PUBLIC SCHOOLS WHERE NON CERTIFIED SUBSTITUTES WERE REPLACING REGULAR TEACHERS OR NO SUBSTITUTES WERE AVAILABLE

SCHOOL	CLASS	FINDING
Mario Umana High School	Resource Room	long-term substitute replaced by per diem substitute on day of site visit
Mackey Middle School	Learning Adaptive Behavior	long-term substitute
Jamaica Plain High School	Supportive Academic Remediation	long-term substitute
Barnes Elementary	Resource Room	no substitute on day of site visit
Adams Elementary	Learning Disabled	short-term substitute
Elliot Elementary	Learning Adaptive Behavior	long-term substitute
	Resource Room	third long-term substitute this year, previous two were not certified
Charlestown High School	Bilingual Resource Room	monolingual substitute day of site visit, Chinese aide hired two days prior to visit
	Occupational Skills Development Center Culinary Arts	sign on door said "closed" teacher unavailable, unable to determine where students were
Edwards Middle School	Supportive Academic Remediation	long-term substitute
	Resource Room	long-term substitute
Agazziz Elementary School	Bilingual Student Academic Remediation	no substitute day of site visit
	Supportive Academic Remediation	long-term substitute
Hyde Park High School	Resource Room	one long-term substitute
	Resource Room	one long-term substitute
W. B. Rogers Middle	Learning Adaptive Behavior	long-term substitute

* '82-'83 School Year

SCHOOL	CLASS	FINDING
J. Burke High School	Resource Room	short-term substitute
	Resource Room	no substitute available day of site visit
	Learning Adaptive Behavior	short-term substitute
Cleveland Middle School	Bilingual Resource Room	no substitute available day of site visit
Marshall Elementary	Resource Room	long-term substitute
South Boston High School	Learning Disabled	long-term substitute
Condon Elementary School	Bilingual Resource Room	no substitute available day of site visit
East Boston High School	Resource Room	short-term substitute

Appendix 6

MASSACHUSETTS SPECIAL EDUCATION MONITORING STANDARDS

AREA: PERSONNEL

STANDARD NO. 19

Staff Credentials The school committee provides qualified persons to deliver special education services as required by the regulations.

AUTHORITY: 502.10(c)(i), 1000.0 -1005.0

CRITERIA	ACCEPTABLE DOCUMENTATION
19.1 All persons employed or contracted for by the district to provide special education and treatment services as described in 503.0 hold appropriate certifications, approvals, licenses, registrations or current waivers for the services they perform. 1000.0-1005.0	19.1 Copies of certifications, approvals, licenses, or registrations for all persons listed in 12.1, Program Data Sheet Additionally, include copy of Special Education Administrator Certification/approval.
19.2 Persons employed as aides or tutors are under the direct supervision of an appropriately certified teacher. 502.10(c)(i)	(See 12.1-Program Data Sheet)

CRITERIA SUMMARY REPORT FOR STANDARD 19

CODE	DESCRIPTION	TOTAL
1	Commendable	
2	Implemented	
3	Partially Implemented	
4	Not implemented	
0	Not Applicable	

Code Number

- Findings or Comments
- Required Corrective Action
- Recommendations

19.1 Finding --

In the 7 schools visited, there are 3 bilingual Special Education Teachers who do not hold appropriate special education approval and/or current waiver requests.

Required Corrective Action:

All personnel must obtain appropriate special education approval and/or waivers from the Regional Center.

Timeline -- Immediately.

Person Responsible -- Special Education Administration.

Page 3 of ___

MASSACHUSETTS SPECIAL EDUCATION MONITORING STANDARDS

AREA: SERVICES

STANDARD NO. 12 — Program Prototypes The school committee provides a program prototype for each child in need of special education for whom an IEP specifies such a program in accordance with the regulations.

AUTHORITY: 203.0, 502.0,.2(b)(iv),.3,.4(b)(c)(i),.7,.8(b)(c),.10(e)
Ch.71A Reg. s.9

CRITERIA	ACCEPTABLE DOCUMENTATION	Code Number
12.1 The required prototypes are provided as follows: 502.1 regular education program with modification .2 regular education with no more than 25% time out .3 regular education with no more than 60% time out .4 substantially separate program .4(i) substantially separate program in other than a public school regular education facility .5 day school program .6 residential school program .7(a) type A home or hospital program .7(b) type B home or hospital program .8(a) home based program for 3 & 4 year olds .8(b) integrated center-based program for 3 & 4 year olds .8(c) separate center based program for 3 & 4 year olds .9 diagnostic program .11(b) programs for children between the ages of 16 and 21 (alternative special education programs) 502.0	12.1-12.5 Completed copy of Program Data Sheet (p.57) with all programs and services provided by the district including contracted services (Exclude .5 and .6 and .7a & b programs). Copy of Form 766-Ic(R) from Annual Program Plan Description of services provided for home or hospital bound students. Include names, duration and frequency of instruction for each student. For 502.7(b) students, include beginning date of service. List of all vocational offerings available to students in the system with numbers of special needs students enrolled in each.	
12.2 Each transitional bilingual special education program serves a single language group. 203.0,Ch.71A Reg.s.9		
12.3 All 502.4(i) programs are approved by the Regional Center.	(Review of Regional Center records)	

CRITERIA SUMMARY REPORT FOR STANDARD 12

CODE	DESCRIPTION	TOTAL
1	Commendable	
2	Implemented	
3	Partially Implemented	
4	Not Implemented	
0	Not Applicable	

- Findings or Comments
- Required Corrective Action
- Recommendations

12.2 - In Bilingual Resource Room (Cape Verdean) at the Condon, there are 8 Spanish-speaking children whose LAU categories are:

3	A
1	B
3	C
1	D

There are 9 Cape Verdean youngsters who are all LAU category A-C.

Required Corrective Action

Ensure compliance with Bilingual Special Education Policy outlined in BPS, Policy and Procedural Manual, p.p. 137-138 and in 4/2/81 memo. (Appendix)
Timeline: Immediately
Person Responsible:
Special Education Administrator

Page____of____

APPENDIX 7

BOSTON PUBLIC SCHOOL RESPONSE
TO
'82-'83 FINDINGS ON CERTIFICATION

FALL 1984

SCHOOL	CLASS	[illegible]
Mario Umana High School	4 Resource Rooms 1 Learning Adaptive Behavior 1 Learning Disabled	ALL SPED TEACHERS CERTIFIED
Jamaica Plain High School	5 Resource Rooms 1 Learning Adaptive Behavior 1 Learning Disabled 1 Supportive Academic Remediation	ALL SPED TEACHERS CERTIFIED
Hyde Park High School	5 Resource Rooms 8 Educational Social Development 1 Learning Adaptive Behavior 1 Learning Disabled 3 Supportive Academic Remediation	1 Resource Room As of 9/19/83 has a substitute assigned. Permanent Certified perso will be appointed as of October 3, 1983. ALL OTHER SPED PERSONNEL CERTIFIED
Jerimiah Burke High School	3 Resource Rooms 3 Supportive Academic Remediation 2 Learning Disabled 1 Learning Adaptive Behavior	ALL SPED TEACHERS CERTIFIED
South Boston High School	4 Resource Rooms 2 Learning Disabled 1 Learning Adaptive Behavior 2 Supportive Academic Remediation	ALL SPED TEACHERS CERTIFIED
East Boston High School	6 Resource Rooms 2 Supportive Academic Remediation 1 Learning Adaptive Behavior	ALL SPED TEACHERS CERTIFIED

SCHOOL	CLASS	[illegible]
Charlestown High School	1 Bilingual Resource Room	Teacher on 2nd year waive
	1 OSDC Culinary Arts	Teacher moved. New teach recommended by Tom Hehir to fill position.
	3 Resource Rooms	ALL SPED TEACHERS CERTIFIED
	7 Educational Social Development	
	1 Learning Disabled	
	2 Supportive Academic Remediation	
	1 Learning Adaptive Behavior	
Mackey Middle School	4 Resource Rooms	ALL SPED TEACHERS CERTIFIED
	1 Learning Adaptive Behavior	
	1 Supportive Academic Remediation	
Edwards Middle School	1 Bilingual Resource Room	Helen Kuo, bilingual Chinese Resource on first year waiver.
	2 Resource Rooms	ALL SPED TEACHERS CERTIFIED
	1 Supportive Academic Remediation	
	1 Learning Disabled	
W.B. Rogers Middle School	4 Resource Rooms	One Permanent Certified teacher transferred into Resource Room this year.
	2 Learning Adaptive Behavior	ALL SPED TEACHERS CERTIFIED
	2 Learning Disabled	
Cleveland Middle School	1 Bilingual Resource Room	Gloria Pereira, bilingual on third year waiver.
	5 Resource Rooms	
	1 Speech and Language	ALL SPED TEACHERS CERTIFIED
	1 Learning Adaptive Behavior	

SCHOOL	CLASS	FINDING
Cleveland Middle School (cont.)	1 Physically Handicapped 1 Learning Disabled 1 Supportive Academic Remediation	ALL SPED TEACHERS CERTIFIED
Barnes Elementary	4 Resource Rooms 1 Supportive Academic Remediation	ALL SPED TEACHERS CERTIFIED
Adams Elementary	1 Resource Room 1 Supportive Academic Remediation 2 Learning Disabled	ALL SPED TEACHERS CERTIFIED
[illegible] Elementary	1 Resource Room	Resource room integrated problem once. Kristen Eichlsay moves [illegible]
	1 Supportive Academic Remediation	CERTIFIED SPED TEACHER
	Learning Adaptive Behavior	Class transferred out of the building.
Agassiz Elementary	1 Bilingual Supportive Academic Remediation	Berta Berriz, bilingual SAR teacher on third waiver.
	1 Supportive Academic Remediation 2 Resource Rooms 3 Early Childhood 2 Vision 2 Learning Adaptive Behaviour	ALL SPED TEACHERS CERTIFIED

Marshall Elementary	3 Resource Rooms 2 Supportive Academic Remediation 1 Learning Adaptive Behavior 5 Early Childhood	ALL SPED TEACHERS CERTIFIED
Condon Elementary	1 Bilingual Resource Room (Cape Verdean)	Maria Macedo graduated June, 1983 - awaiting state certification. Mirna Vega will expediate process.
	1 Resource Room	ALL SPED TEACHERS CERTIFIED
	4 Early Childhood 3 Learning Disabled 3 Developmental Day Care	

APPENDIX B

#C

Special education materials ordered through Boston Public Schools funds are distributed from two sources. Building principals and headmasters are directed through the budget development process to allocate money for special education materials. Guidelines used for this purpose indicate that materials money targeted for special education be coded separately from that of regular education. The money per student at elementary schools is $38, middle school $42, and high school $42. The per capita allowance is based on the number of students attending a given school.

The budget restrictions under which the School Department has been required to operate for the past three years have severely impacted on our ability to purchase educational materials and supplies. Our first priority with respect to the commitment of both General School Purpose funds and external monies (P.L. 94-142 and P.L. 89-313) has been the provision of adequate and appropriate staffing levels. We have attempted with a $20,000 funding level to purchase equipment and materials for new classes as a first priority.

There are three sources of funds which are used to purchase educational materials and equipment.

1. The first source is the per capita funds budgeted in the individual school's responsibility center. These per capita funds are allocated on the basis of the total number of students projected for enrollment at the time of the budget development. At the middle and high school levels this allowance is calculated by multiplying the total number of projected enrollment (including special education students) by $42; at the elementary level the per capita allowance if $38. Attached herewith you will find a directive taken from the budget guidelines document for FY84, developed and distributed by the Office of Budget Coordination.

2. The second source is $20,000 budgeted in the Deparment of Student Support Services responsibility center for the purpose of covering large purchases of equipment and materials citywide. Our first priority in the commitment of these monies is to newly established classrooms. Materials are ordered by senior advisors and program advisors based on the population of students assigned to the program. Most materials ordered through this source are more costly than those ordered at the school level. A second priority for this money is classes or programs with newly assigned staff. Teachers are asked to indicate the materials needed by them.

3. The third source is the external projects' budget. Several SPED projects include funds for the purchase of materials. The method of determining distribution of this money varies from project to project. In some instances materials are purchased by the senior advisor or program advisor in charge of a given project. In other projects teachers are asked to submit lists of desired materials which are reviewed by central administrative staff. Approximately 5% of project monies is used for materials.

SUPERINTENDENT'S FY84 GOALS STATEMENT,

BUDGET CALENDAR,

&

GENERAL PROGRAM AND BUDGETARY GUIDELINES FOR FY84

DEPARTMENT OF BUDGET
COORDINATION

The Superior Court requires that we offer compensatory services programs for special needs students who were not given services during the school year. The program is typically offered on Saturdays during the school year and during the summer. The Superintendent reserves the right to determine the mechanisms by which these services are provided.

D. Education and Employment Programs:

1. State regulations (Chapter 74) recommend staffing levels for vocational programs to be 20:1. The BTU contract states that 20:1 shall be the class size maxima for pupils in industrial classes.

2. In Industrial Arts, Vocational, Business, and Home Economics programs, the number of students should not exceed the number of student stations in the laboratory or classroom.

IV. NON-SALARY ALLOCATION

A. Schools (Per Capita)

In order to compensate for anticipated inflationary price increases for materials, the per capita supplies allowance for all schools will be increased from $35 per student by 8% to $38 per student. In addition, an inflation-adjusted increase of 10% beyond the $38 per capita allowance will be provided to middle and high schools to meet the needs articulated by principals, headmasters and community superintendents. This will raise the per capita allowance to $42. Thus, the High School allowance will be defined as follows:

allowance = (total # projected enrollment) x $42

Please keep in mind that this non-salary allocation is all-inclusive. It should cover your expenses for books, stamps, contracted services, copying , printing etc. In a sense this is a departure from last year's procedures that required all cost centers to budget for each of these items separately. However, we will require every cost center to itemize these non-salary expenses for review by the Office of the Business Manager and Budget to insure that all regularly occurring expenses are properly budgeted. Budgeting a per capita allowance that is uniform across all schools will help to equalize the disparities that now exist because of historical patterns, particulary in the areas of equipment rental and maintenance costs. The following page shows the format of the information that will be requested from each principal in addition to the expense code/function code itemization required in-for the FY83 budget..

NOTE: The percapita funds budgeted for supplies must also provide basic instructional materials for vocational, bilingual, and special education students.

Over-Represented Schools 82-83		502.2		502.3		[illegible]	
		Hispanic		Black		Hispanic	
istrict	School	10-82	4-83	10-82	4-83	10-82	4-83
I	Edison M.S.			12	15		
	Farragut	2	6				
	Gardner					6	13
	Tobin			3	6	5	8
	Winship					7	11
II	Jamaica Plain H.S.					12	17
	Mary E. Curley M.S.			30	33		
	Agassiz	17	20			3	11
	Fuller	3	8				
	J Kennedy					11	16
	Longfellow			3	7		
	Manning	2	6	2	5		
III	Irving M.S.			33	36		
	Lee	2	5				
	Mattahunt	7	10	13	23		
	Philbrick			2	5		
IV	Chittick			3	6		
	Conley			2	6		
	E. Greenwood			4	7		
	P. A. Shaw			5	8		
V	Cleveland M.S.	18	22				
	Holland	16	19	22	27		
	Kenny			7	11		
	Marshall	10	13	29	38		
	Murphy			6	25		
VI	South Boston H.S.					4	9
	Dearborn M.S.			6	14		
	Gavin M.S.			16	19		
	McCormack M.S.					7	11
	Condon	1	6				
	Tynan			8	11		
VII	Blackstone	15	19	5	11	11	18
	Eliot					1	4
	Hurley			2	6		
VIII	None						
IX	Madison Park H.S.			76	80		
	Mackey M.S.	5	8				
	Hennigan			12	20	7	11
	Hernandez	7	18				
	Jackson-Mann			15	19		

DEPARTMENT OF STUDENT SUPPORT SERVICES

INTERNAL PROCESS FOR PLACEMENT OF STUDENTS WHOSE PROTOTYPE IS 502.4 OR ABOVE

The School Committee of the City of Boston
STUDENT SUPPORT SERVICES

Interrim Placement Process for 502.4 - 502.11b Requests

I. E.T.L. sends I.E.P. and assessments to Compliance Unit

II. Compliance Unit logs in folder and separates SEIMS Material from written I.E.P. and assessments.

   a. Error Control receives SEIMS material for logging, correcting, and holds for printing.
   (When SEIMS is fully operational, SEIMS forms will be checked for correctness, then will be printed and forwarded by the Compliance Unit to appropriate Senior Level Advisor for processing.)

   b. Compliance Unit forwards folder (minus SEIMS material) to appropriate Senior Level Advisor.

   c. Compliance Unit forwards continuing .5 and .6 requests to the Compliance Unit Specialist

III. Senior Level Advisor logs in folder, checks for technical compliance, and finally checks for appropriateness of request.

IV. Senior Level Advisor makes a decision either to a. accept folder or b. reject folder.

   A. If accepted, Senior Level Advisor will:
      1. Forward folder to appropriate program specialist
      2. Initiate placement decision process

   B. If rejected, Senior Level Advisor returns the complete folder to the Compliance Unit.

V. Program Specialists make a decision to either a. accept folder or b. reject folder.

   A. If accepted, program specialists either follows Placement Decision Process or forwards folder to the Compliance Unit Specialist.

   B. If rejected, program specialist returns folder to Senior Sevel Advisor who forwards it to the Compliance Unit.

VI. Compliance Unit Specialist makes a decision either to a. accept folder or b. reject folder

   A. If accepted, the folder is forwarded to the placement specialist.

   B. If rejected, the folder is returned to the program specialist who makes a placement decision or forwards to the appropriate Senior Level Advisor who makes a placement decision.

VII. Placement Decision Process

A. Decision made on disability and program.

B. Class List marked with student's name and other appropriate data.

C. I.E.P. p. 1 and 2 completed (p. 1 - prototype, disability, and school
p. 2 location and personnel)

D. Compliance Unit Checklist is filled out.

a list kept Student's name address phone# exceptionality age, COC kept by Teacher Senior head Division

VIII. Compliance Unit Activities

A. Folder returned to Compliance Unit for logging in Compliance book.

B. If placement decision is made, Compliance Unit:

- a. logs in folder
- b. returns Compliance Unit Checklist and p. 1,2 of I.E.P. to E.T.L.
- c. Files folder in "Unsigned I.E.P." drawer.

C. If rejected, Compliance Unit:

- 1. Logs in
- 2. Returns complete folder to E.T.L.

IX. E.T.L. receives C.U. Checklist and p. 1, 2 of I.E.P. from Compliance Unit, contacts parent for signature and forwards signed I.E.P. signature sheet to Compliance Unit.

X. Compliance Unit forwards signature sheet to appropriate placement personnel.

XI. Appropriate placement personnel follows assignment process.

A. D.I. 5 filled out.

B. Teacher Letter filled out and sent.

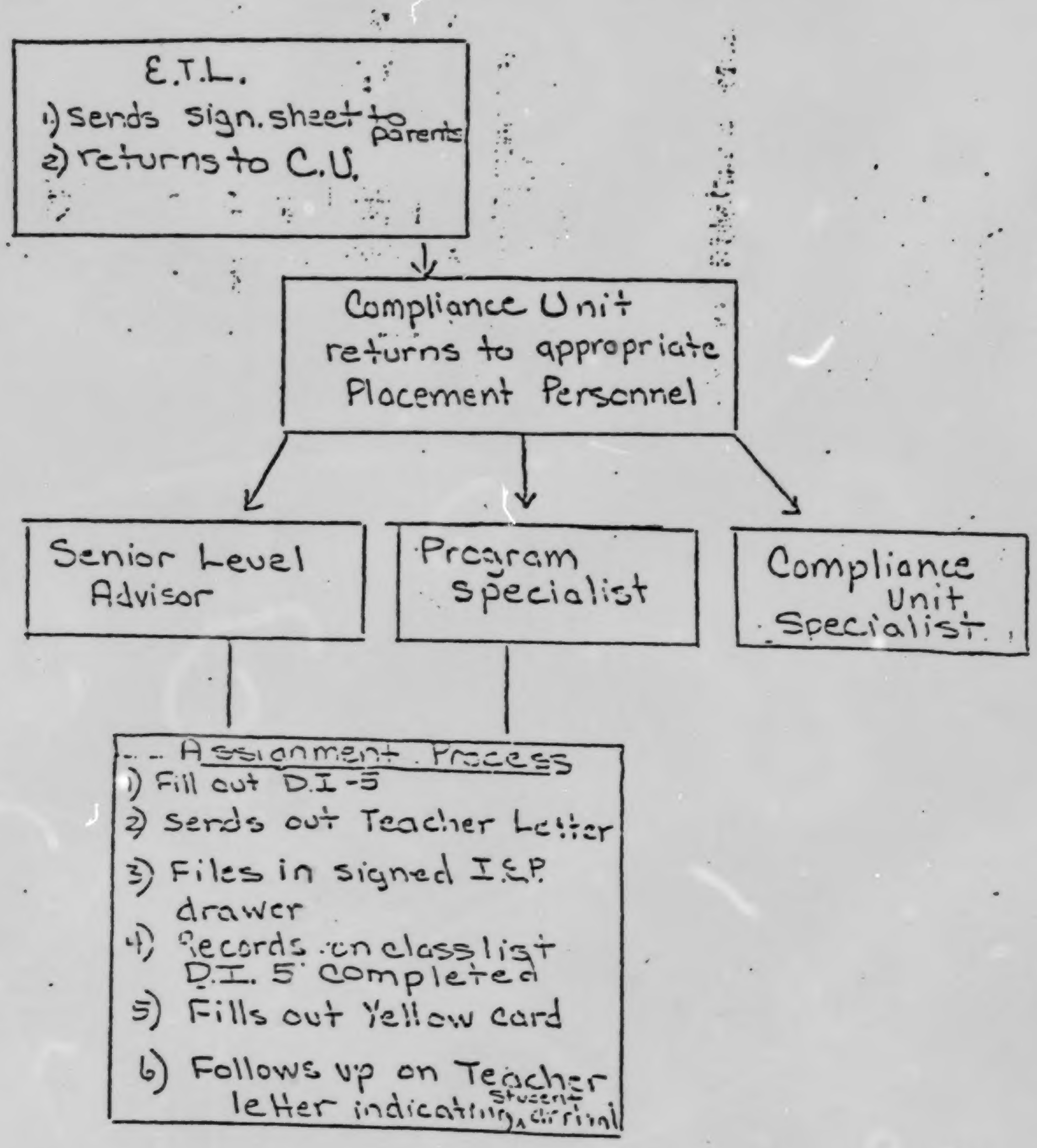
C. Folder filed in " signed I.E.P." drawer.

D. Class List marked that D.I. 5 has been completed.

E. Yellow card completed.

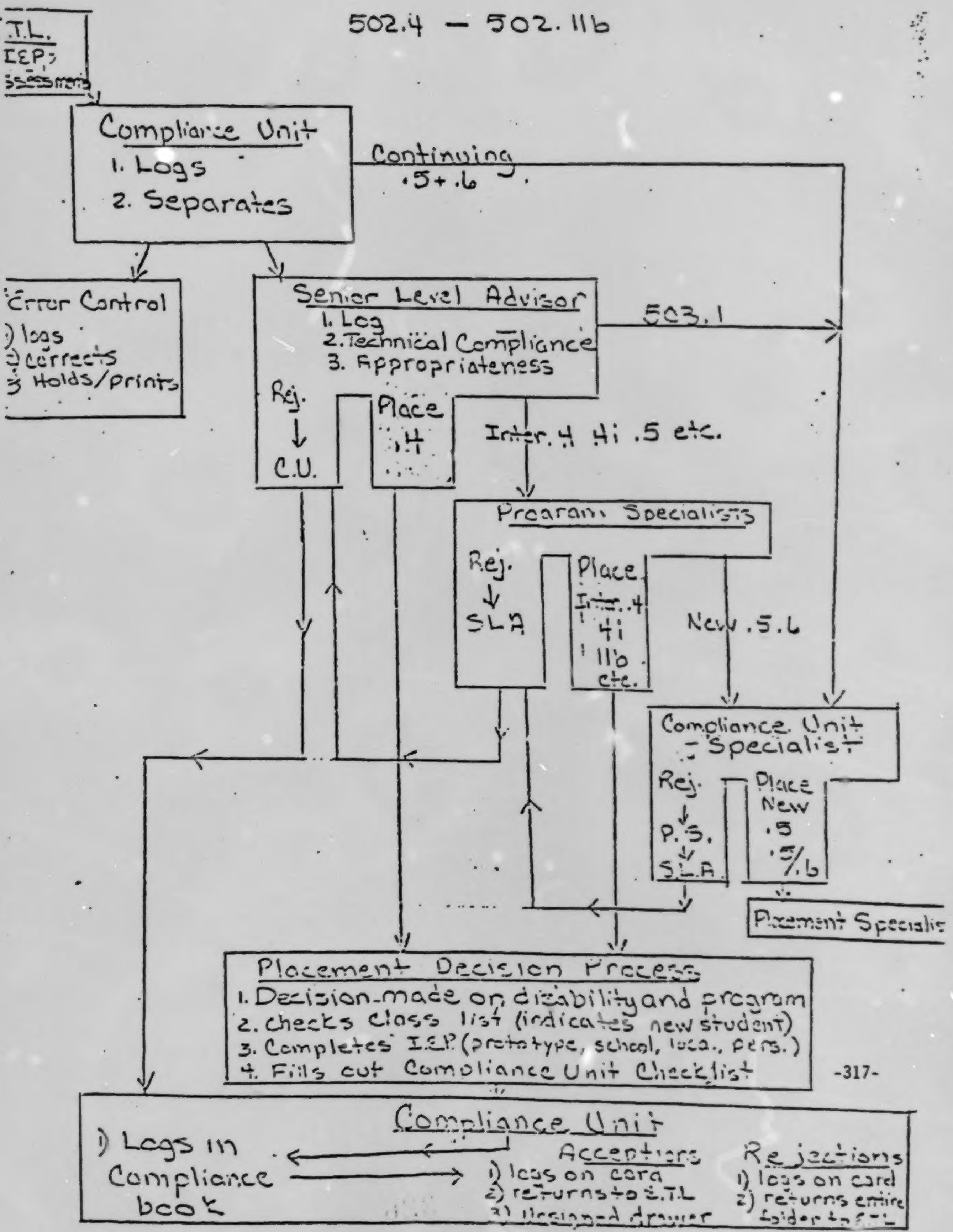
F. Student's arrival in program followed-up by appropriate placement personnel.

pc


E.T.L.
1) sends sign. sheet to parents
2) returns to C.U.
Compliance Unit returns to appropriate Placement Personnel
Senior Level Advisor
Program Specialist
Compliance Unit Specialist
Assignment Process
1) Fill out D.I-5
2) Sends out Teacher Letter
3) Files in signed I.E.P. drawer
4) Records on class list D.I. 5 completed
5) Fills out Yellow card
6) Follows up on Teacher letter indicating student arrival

* When SEIMS is fully operational, SEIMS forms will be checked for correctness, then wi be printed and forwarded by the Compliance Uni

502.4 — 502.11b


T.L.
IEP;
ssessments
Compliance Unit
1. Logs
2. Separates
Continuing
.5+.6
Error Control
1) logs
2) corrects
3) Holds/prints
Senior Level Advisor
1. Log
2. Technical Compliance
3. Appropriateness
503.1
Rej.
C.U.
Place
.4
Inter. 4 Hi .5 etc.
Program Specialists
Rej.
SLA
Place
~~Inter.~~ .4
4i
11b
etc.
New .5.6
Compliance Unit Specialist
Rej.
P.S.
SLA
Place
New
.5
.5/.6
Placement Specialis
Placement Decision Process
1. Decision made on disability and program
2. checks class list (indicates new student)
3. Completes I.E.P. (prototype, school, loca., pers.)
4. Fills out Compliance Unit Checklist
Compliance Unit
1) Logs in Compliance book
Acceptions
1) logs on card
2) returns to S.T.L
3) Unsigned drawer
Rejections
1) logs on card
2) returns entire folder to S.T.L

Boston Public Schools, Department of Student Support Services, Policy and Procedural Manual, September 1983

Placement in Program Prototypes 502.1, 502.2 and 502.3

The 502.1, 502.2 and 502.3 program prototypes range from a regular education program with modifications to a regular education program with not more than 60% time out of regular class time each school day.

Once a decision is made about the recommended prototype and the IEP is completed, the ETL shall notify the parent, or student, within ten days of the date of completion of the IEP, that approval is needed in order that the IEP may be implemented. The parent or student has a thirty-day (30-day) period to either accept or reject the IEP.

If additional elements such as personnel, materials and/or equipment are needed to implement the plan, the ETL will notify the appropriate Senior Level Advisor of such needs. Documentation of such notification and the date shall be retained by the ETL.

Implementation will begin according to the conditions and criteria described by the Educational Plan immediately after parent signs the plan.

Placement in Program Prototype 502.4

Once a decision is made about the recommended program and the IEP is completed, the ETL shall send it to the appropriate Senior Level Advisor. Form BOSPED 18a or b shall be sent to the parents along with the IEP. The Senior Level Advisor will check to see that the Transportation Plan, if one is needed, has been signed by the parent or student.

The Senior Level Advisor will screen the delivered materials. If the materials fail to pass the screening, they will be returned to the Evaluation TEAM Leader along with a statement as to why the materials failed to pass, and a deadline for resubmission, with copy to the Principal/Headmaster.

The Evaluation TEAM Leader must complete his/her action on the returned materials and forward them to the Senior Level Advisor within three days, in order that the school department can fulfill its obligation to present the IEP to the parents within ten days.

The materials will be forwarded to the Central Review Unit. The Central Review Unit Program Advisors will make the selection of the recommended program prototype and location. The IEP will be sent to the ETL to obtain parent/student approval, during the school year. During the summer, the IEP will be sent to the parent/student by the Central Review Unit. The parent or student has a thirty-day (30-day) period to either accept or reject the IEP.

Lateral Movement of Students in Program Prototype 502.4

The following procedures should be observed when transferring a student laterally, between two 502.4 program prototype designations:

- The ETL shall receive a written request for lateral movement from the teacher, Principal/Headmaster or other school staff, and consult with the appropriate Special Education Senior Level Advisor/Program Advisor.
- Reasons for the request will be considered; the Senior Level Advisor/Program Advisor will determine the appropriateness of the request and whether it is necessary to perform certain assessments, with parental consent.
- The Senior Level Advisor/Program Advisor will inform the ETL of the decision. If the request is approved, the TEAM shall convene, and a new IEP be written and submitted to C.R.U along with assessments.
- Parental approval for the IEP shall be obtained. The ETL will inform the Central Review Unit once the transfer is completed, for central data management purposes.

Placement in Program Prototypes 502.5 and 502.6

In those situations where the services requested in an Individualized Educational Plan may not be offered in the Boston Public Schools, a more restrictive prototype, i.e., a 502.5 or 502.6 prototype placement, may be recommended.

Prototype 502.5 is a day school program.

Prototype 502.6 is a residential school program.

In order to request a 502.5 or 502.6 placement, the ETL must write a cover letter to the Central Review Unit, summarizing the conclusions and recommendations of the TEAM, and send it along with the IEP and other materials.

"Manual, September 1983

Department of Implementation Procedures for Assignments/Transfers to Special Education Programs

Boston Public Schools' Policy

(As outlined in the Boston Public Schools' Department of Implementation Manual, 1980-81, Section VII, Procedures for Assignments, Transfers/Special Entry Programs, D. Special Education, p. 28).

Transfers into, out of, and within special education require particularized procedures. This section is an amplification of section VI, B, "Transfers for Programmatic Reasons," that must be detailed for reference of parents, Community District Superintendents, Principals/Headmasters, and the staff within the Department of Student Support Services and the Department of Implementation.

Major Procedural Steps

1. Mainstreamed Programs

   a) Procedures

      1. The Evaluation TEAM Leader should sign and submit DI Form 4 to the:

         Department of Implementation
         Record Management Unit
         26 Court Street
         Boston, Massachusetts 02108

      2. The changing of the student's code for special education shall obtain for the student entering, leaving, or changing instruction in mainstream programs within the same school. The code is a record-keeping device for school personnel. The addition, deletion or revision of a code is only an indication that specialized instruction and service has been initiated for the student within the school of current assignment.

      3. Transfers into, out of, or within certain programs in Hearing Impairment, Vision Resources, and Part-Time Integration are exempted from these procedures (see 2a) and 2c), below).

   b) All D.I.Form 4's received by the Record Management Unit by Wednesday of the school week will be processed to be listed on the school's alphabetized print-out issued on the subsequent Monday.

   c) Recommendations for transfer from one school to another within mainstream programs require Evaluation Coordinator's (for the community district) submission of a completed referral, D.I. Form 1, with all other documentation to Director of Mainstream Program for decision-making. The transfer, if approved by the director, requires submission of the referral and D.I. Form 5 to the Student Services Unit.

   d) On or about October 15 of the school year and every two months thereafter the Department of Implementation shall involve a process within the respective districts to maintain the accuracy of student information within special education. The Record Management Unit shall distribute to the community district school-by-school print-outs listing all students who receive service within special education. The districts shall insure that the data for each student is verified and if necessary corrected by means of the D.I. Form 4. The verified print-outs and completed D.I. Form 4's shall be returned to the Record Management Unit for revision of the print-outs.

2. Substantially Separate Classes and Day or Residential Placement

   a) The appropriate Senior Level Advisor or Program Advisor in the Department of Student Support Services must make recommendations for transfers and between October and June must request the written preferences of parents whose children are recommended for transfer from substantially separate classes: 1) the preference to remain assigned to the present school for the duration of the year, or 2) the preference to accept transfer to another school. The preference must be offered with complete explanation of the implications for transportation and alternative assignments based upon the Student Assignment Procedures, School Year 1980-81.

   b) The recommendations for transfer must be submitted to the Student Services Unit on D.I. Form 5 with the referral and parental preference attached.

   c) Transfers into, out of, or within certain programs in Hearing Impairment, Vision Resources, Part-Time Integration, and other substantially separate classes within the authority of the Manager, Department of Student Support Services are included in this procedure, and are subject to the approval and submissions of the Manager of Student Support Services.

   d) For transfers that are authorized, the Student Services Unit shall make appropriate changes in the students' data, notify parents, Principals/Headmasters of sending and receiving schools (where appropriate), the Transportation Unit and the Record Management Unit and the Department of Student Support Services.

   e). For transfers that are not authorized, the Student Services Unit shall notify the Department of Student Support Services.

   f) On or about October 15 of the school year and every two months thereafter the Department of Implementation shall involve a process within the respective districts to maintain the accuracy of student information within special education. The Record Management Unit shall distribute to each community district school-by-school print-outs listing all students who receive service within special education. The District Office shall insure that the data for each student is verified and if necessary corrected by means of the D.I. Form 4. The verified data and completed D.I. Form 4 shall be returned to the Department of Implementation for revision of the print-outs.

Forms to be Used

D.I. Form 1, 4 or 5

DI FORM 4

BOSTON PUBLIC SCHOOLS
DEPARTMENT OF IMPLEMENTATION

Change in Student Information, Mainstream Programs Only

For prototypes of .4 and above contact the appropriate director or associate director within the Department of Special Services.

PRESENT SCHOOL ____________________ DISTRICT ____________________

NAME OF STUDENT __________ / __________ / _____ DATE OF BIRTH ____________________
LAST FIRST M.I.

PRESENT CODE IN SPECIAL EDUCATION AS LISTED ON LATEST SCHOOL ALPHA (if applicable): __________
If none, state "NONE"

PRESENT SCHOOL NUMBER __________ STUDENT NUMBER __________ NEW CODE IN SPECIAL EDUCATION __________ CORE EVALUATION DATE __________

– IF .4 DO NOT USE THIS FORM –

SIGNATURE OF ETL ____________________ DATE __________
INSURE PROTOTYPE IS NOT ABOVE .3

SIGNATURE OF EC ____________________ DATE __________
INSURE PROTOTYPE IS NOT ABOVE .3

SUBMIT TO:

DEPARTMENT OF IMPLEMENTATION
RECORD MANAGEMENT UNIT
26 COURT STREET
BOSTON, MASSACHUSETTS 02108

Department of Implementation Procedures for Assignment of Students New to the Boston Public Schools and for Students Re-Entering the Boston Public Schools After Previous Discharges

Boston Public Schools' Policy

(As outlined in the Boston Public Schools' Department of Implementation Manual, 1980-81, (pp. 7 and 11).

Parents/guardians/students 18 years of age or older may request assignments at any school office or community district office during the scheduled hours of those offices.

Major Procedural Steps

Processing of the referral within the Department of Implementation:

For the referral expressing a request for instruction within special education (but no other documentation), the assignment will be made according to the next paragraph; and a copy of the referral will be sent to the Department of Student Support Services subsequent to the assignment.

> . . . assignment to preference if seat available by race; assignment to community district school for the student in grades K-VIII if no seat available by race at preferred school; assignment to community district school or to magnet school for the student in grades IX-XII if no seat is available by race at preferred school.

For the referral submitted with a completed Individualized Educational Plan for substantially separate instruction or for non-public school assignment, the referral will be filed for follow-up within the Department of Implementation; and a copy of the referral and Individualized Educational Plan will be submitted to the Department of Student Support Services for a recommendation for assignment. If the recommendation is not forthcoming within five working days, and/or if no extenuating situation occurs within five working days, the assignment will be made according to the above paragraph, and the Department of Student Support Services will be notified subsequent to the assignment.

Transfers:

The Student Assignment Procedures continue to identify five (5) categories of transfers for students assigned to school within the Boston Public Schools.

a- change of address
b- programmatic
c- desegregative
d- sibling, and
e- medical

Each category requires specific procedures and transmittal to the Department of Implementation and Principals/Headmasters must explain the policies and procedures required for each type of transfer as specified in this section.

. . . a parent of a student or a student eighteen years or older may request transfer into, within, or out of special education provided the directives and procedures of the Department of Student Support Services, the Boston School Committee, and appropriate legislative and judicial agencies, are followed.

Transportation of Students in Special Education Programs

Chapter 766 Regulation

900.0 Transportation the school committee must provide.

Each school committee shall provide or arrange for the provision of all transportation recommended by a TEAM pursuant to 902.0. In meeting such obligation, the school committee shall insure that there is full compliance with all conditions set by a TEAM for the transportation of a child in need of special education.

Boston Public Schools' Policy

The Boston Public Schools' policy on transportation of students in special education programs reflects the above regulation.

Major Procedural Steps

A. For provision of transportation:

1) Students in program prototypes 502.1, 502.2, 502.3 and 502.4 will receive transportation in regular vehicles according to criteria set by the Department of Transportation.

2) For students in program prototypes 502.1, 502.2 or 502.3, requests for special transportation shall be accompanied by a letter from the Principal/Headmaster and a medical statement indicating the reason for the request.

3) For students assigned to program prototype 502.4, the need for special transportation shall be stated on the Individualized Educational Plan upon yearly agreement by the Principal/Headmaster, ETL and teacher. An Application for Special Transportation shall be included in the folder forwarded to the respective Senior Level Advisor, for approval.

4) If the approved Individualized Educational Plan requires transportation, parents may choose to transport their child to school, subsequent to pre-arrangement and discussion with personnel in the Contracted Educational Services Unit. Although parents are not required to provide transportation, they will be reimbursed on a per mile basis at the "State Rate" if they choose to do so.

5) Students should not have to be continuously transported for more than one hour each way without specific knowledge and approval of the Special Education Administrator.

5(

Response to Pamela Kaufmann

04

During the period of 1980-1981, as part of the Boston Action Plan, a team comprised of educators and psychologists reviewed folders of all 502.4 SAR and L/AB students (placed prior to September, 1978) to determine the appropriateness of their assignments. A complete report on this effort has been filed with the State Department.

In this year's current Action Plan, all minority students referred for any new 502.4 placement must be reviewed with a PFD Checklist by the PFD Team (which includes minimally, a minority representative, special educator, regular educator, and ETL). (See Enclosure)

THE SCHOOL COMMITTEE OF THE CITY OF BOSTON

STUDENT SUPPORT SERVICES

MEMORANDUM

TO: Pamela Kaufman

FROM: Thomas Hehir

DATE: November 10, 1983

SUBJECT: Learning Adaptive Behavior (L/AB Placements)

The following actions will be taken to address the State Department of Education's concerns regarding the apparent over-representation of minority students in L/AB programs.

1. The PFD checklist will be used for all minority students at their original Individual Education Plan team meeting.
2. The PFD checklist will be used for all reevaluations of students placed in the L/AB program.
3. The PFD checklist will be used for all probable Central Review Unit submissions.
4. The Department of Student Support Services will develop new and modified service delivery models within the L/AB program. We will explore the use of less restrictive options for serving students exhibiting behavioral and emotional difficulties. Currently, we have requested a change of codes from the Department of Implementation. This change will allow us to serve L/AB students within the less restrictive prototype. Currently, we are only allowed to assign students into the L/AB program with a 502.4 prototype. The implementation of new models will include a teacher training component.
5. Senior Level Advisors will review all L/AB placements recommendations since last May. This will be reported in the following manner:
   - a. L/AB placement recommendations by level, by race
   - b. Actual L/AB placement by level, by race.

   This activity will be completed by December 9, 1983 and forwarded to you.
6. Central Review Unit submissions for L/AB placement will be screened to assure that alternative strategies such as counseling or therapy have been attempted prior to placement in L/AB prototype.

4.

7. The Over/Under Representation Project will investigate assessments used in educational, sociological and psychological evaluations to assure they are culturally non-biased. A list of tests will be completed by the summer of 1984. Inservice will be conducted for appropriate personnel during the 1984-85 school year. The use of these assessment instruments citywide will commence during the 1985-86 school year.

I believe that these actions will assure that the rights of minority students to be served in least restrictive alternatives will be protected.

If you require further information, I will be glad to provide it.

jg

cc. K. Caldwell

THE SCHOOL COMMITTEE OF THE CITY OF BOSTON

BOSTON PUBLIC SCHOOLS
DEPARTMENT OF IMPLEMENTATION
John H Coakley, Senior Officer

October 3, 1983

MEMORANDUM

To: Charles Glenn
From: John Coakley John Coakley
Subject: Monitoring Data Request (9/7/83) - Assignments (8)

You requested a statement of our desegregation guidelines for assigning students to substantially separate programs when there is a choice between or among programs which are programmatically similar. I offer the following:

1. Assignment/Transfer requests for Substantially Separate Special Education are initiated by the Department of Student Support Services and then are examined and acted upon by the Department of Implementation.
   a) Assignment requests for single-incidence (one site) or low-incidence programs usually pose few problems. However, the DI does monitor such requests in an attempt to avoid racial isolation or unnecessary transportation burdens.
   b) Assignment requests to programs which have many sites are scrutinized more rigorously. Usually, the DI insists that such students be assigned to programs in the district of residence. Occasionally, we agree to a cross-district assignment if there is a capacity problem or a teacher-pupil ratio issue or if there is a truly unique educational/social/physical need.
2. The school department's primary obligation is to desegregate schools. A secondary obligation is internal desegregation within schools. On March 24, 1982 the Federal Court approved certain changes in student assignment orders. (Reference pages 178 to 193 of your Monitoring Report - Volume II.) Special Note #4 in that document of modification stated that racial/ethnic percentage ranges can be exceeded where necessary "to allow appropriate bilingual and/or substantially separate special needs assignments."

3. Notwithstanding the statements in items 1 and 2 above, the Department of Implementation strives to encourage substantially separate special education enrollments which ideally are reflective of enrollments in the individual districts and minimally do not creat racially-isolated groups of students within a school or district.

You should be aware of the fact that the school system's present racial/ethnic composition is 48% Black, 29% White, 23% Other Minority while the substantially separate special needs enrollment is 54% Blac 31% White, 15% Other Minority. Predictably, the various programs serving substantially separate special needs students have racial/ethnic compositions which vary from either of the above figures. You also should remember that our September enrollments are assigned figures, not necessarily reported. We presently are pursuing with the Department of Student Support Services at least one program in one school with an enrollment which appears to be racially isolated.

JC:ab

xc: Office of Superintendent
Kenneth Caldwell
Catherine Ellison

CENTRAL REVIEW UNIT CHECKLIST AND PROFILE

District School Grade

Student's Name ETL's Name

Race Date of Birth D.P.#

Current Prototype Requested Program Submission ☐ 1 ☐ 2 ☐ 3 ☐ 4

DATE DUE TO PARENT (10 working days)

Date of Meeting	Date sent to CRU	Total School Days	Date Received by CRU	Date CRU Dec.	Total CRU Days	Tota Days

Delay Yes No Reason for Delay

Assessment	Assessor	BPS/NBPS	Date Recd.	Comments

SPECIALIST ROUTING

1. A. Sent to Advisor		2. A. Sent to Advisor		3. A. Sent to Advisor	
B. Rec'd by Advisor		B. Rec'd by Advisor		B. Rec'd by Advisor	
C. Transmitted Date		C. Transmitted Date		C. Transmitted Date	

Plan complies with Boston Public School Process and 766 Regulations:

The following 766 Program Prototype is Approved:

The Assignment is made to the (schoc

Advisor

PENDING PARENTAL AND SCHOOL ASSIGNMENT UNIT APPROVAL

COMMENTS: DECISION AND/OR REJECTION

SIGNATURE OF SPED ADMINISTRATOR DATE

THE SCHOOL COMMITTEE OF THE CITY OF BOSTON

STUDENT SUPPORT SERVICES

MEMORANDUM

TO: Pamela Kaufman

FROM: Thomas Hehir

DATE: November 10, 1983

SUBJECT: L/AB Placements

The following information is provided regarding the placement of students in high incidence (LD, L/AB and SAR) 502.4 programs. These assignment procedures have been worked out with the Department of Implementation.

1. All students are to be placed in their geo-coded school if such a placement is available.
2. If a placement is not available in the geo-coded school, the student is placed in an appropriate program within the district.
3. If a placement is not possible within the district, students are placed in a program within a contiguous district or within a District IX school.
4. This procedure does not apply to low incidence programs which generally are assigned on a citywide basis.

If you require further information, I will be glad to provide it.

jg

cc. K. Caldwell

26 COURT STREET • BOSTON MASSACHUSETTS [illegible] • [illegible] AREA 617

BOSTON PUBLIC SCHOOLS / TRANSPORTATION UNIT APPENDIX 10

PAGE ______________________

DATE ______________________

DAY ______________________

CARRIER/SCHOOL/OTHER   COMPLAINTS   ARA

OF CALL	PICK UP TIME & LOCATION
N CALLING	
HONE NUMBER	VEHICLE NUMBER
L. / PROGRAM	COMPLAINT ☐ NO SERVICE ☐ LATE ☐ OTHER

COMPLAINT IN DETAIL:

BPS Recorder & Action Taken

NAME ______________________

ARA Response or Resolution:

NAME ______________________

DATE ______________________

BOSTON PUBLIC SCHOOLS / TRANSPORTATION UNIT

PAGE # ____________

DATE ____________

DAY ____________

HOME/SCHOOL/HOME COMPLAINTS ARA

STUDENT NAME						
ADDRESS						
TELEPHONE NUMBER | TIME						
PERSON CALLING						
SCHOOL						
VEHICLE NUMBER						
COMPLAINT	☐ NO SERVICE ☐ LATE ☐ OTHER		☐ NO SERVICE ☐ LATE ☐ OTHER		☐ NO SERVICE ☐ LATE ☐ OTHER	
COMPLAINT (In Detail)						
BPS RECORDER & ACTION TAKEN	NAME ____________		NAME ____________		NAME ____________	
ARA RESPONSE OR RESOLUTION	NAME ____________	DATE: ____________	NAME ____________	DATE: ____________	NAME ____________	DATE: ____________

APPENDIX 6

MASSACHUSETTS SPECIAL EDUCATION MONITORING STANDARDS

STANDARD NO. 12 (Continued) Program Prototypes

REPORT (Continued)

CRITERIA	ACCEPTABLE DOCUMENTATION	Code	• Findings or Comments • Required Corrective Action • Recommendations
12.4 Age range of students in 502.4 classes does not exceed 48 months without a current waiver from the Regional Center. 502.4(c)	(Review of Regional Center records)		12.5 - **Finding** - The number of children in an instructional group exceeds the regulatory requirements for class size: Mackey - Room 101 Dorchester H.S. - Rm. 304 RR 201 RR 206 RR Charlestown H.S. - Rm. 401-one period 439 b 432 530 Required Corrective Action: Class size/teacher ratio must meet regulation requirements under 502.2(b)(iv) and 502.4 (b) Timeline: Immediately Person Responsible: Special Education Administrator
12.5 Class size does not exceed the limits of the regulations: For 502.2 & .3: up to 10 with 1 teacher up to 14 with 1 teacher, 1 aide up to 18 with 1 teacher, 2 aides Any higher limits only with the approval of the Regional Center 502.2(b)(iv) For 502.4: up to 8 with 1 teacher up to 12 with 1 teacher, 1 aide 502.4(b) Programs for 3 and 4 year olds operated by School Committee: Integrated: 15 children with teacher and aide (under 50% with special needs) 502.8(b) Subseparate: 6 children with teacher 9 children with teacher and aide 502.8(c)	(Review of Regional Center records)	—	

MASSACHUSETTS SPECIAL EDUCATION MONITORING STANDARDS

AREA: FACILITIES

STANDARD NO. 17

The school committee provides instructional spaces for delivery of special education services which meet the needs of the children being served and the requirements of the regulations.

AUTHORITY: 508.1,.2,.3

CRITERIA	ACCEPTABLE DOCUMENTATION	Code Number
17.1 Special Education Instruction areas are at least equal to those for regular education. 508.1	(On-site observation)	3
17.2 Special Education Instructional areas are placed in areas which facilitate integration with regular education students and minimize stigmatization. 508.2 (a-c)		
17.3 Children with limited mobility have barrier free access to those areas of school buildings necessary for carrying out their IEPs. 508.3		

CRITERIA SUMMARY REPORT FOR STANDARD 17

CODE	DESCRIPTION	TOTAL
1	Commendable	
2	Implemented	
3	Partially Implemented	
4	Not Implemented	
0	Not Applicable	

- Findings or Comments
- Required Corrective Action
- Recommendations

17.1 - **Finding** (Charlestown H.S.)

The Bilingual Resource Room is located in a corner of the library.

Required Corrective Action

Each program should be given its own space with due regard for confidentiality and the needs of students and teachers.

Timeline: Immediately

Person Responsible: Special Education Administrator.

Page____of____

MASSACHUSETTS SPECIAL EDUCATION MONITORING STANDARDS

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CODE	DESCRIPTION	TOTAL
1	Commendable	
2	Implemented	
3	Partially Implemented	
4	Not Implemented	
0	Not Applicable	

- Findings or Comments
- Required Corrective Action
- Recommendations

17.1 Finding - (Brighton H.S.)

Three Resource Room teachers do not have their own space for their program.

Required Corrective Action

Each program should be given its own space with due regard for confidentiality and the needs of students and teachers.

Timeline: Immediately

Person Responsible: Special Education Administrator

Page___of___

MASSACHUSETTS SPECIAL EDUCATION MONITORING STANDARDS

AREA: FACILITIES

STANDARD NO. 17 The school committee provides instructional spaces for delivery of special education services which meet the needs of the children being served and the requirements of the regulations.

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- Findings or Comments
- Required Corrective Action
- Recommendations

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17.2 Special Education instructional areas are placed in areas which facilitate integration with regular education students and minimize stigmatization. 508.2 (a-c)		—
17.3 Children with limited mobility have barrier free access to those areas of school buildings necessary for carrying out their IEPs. 508.3		—

17.1 - Finding - (Mackey Middle School)

One room is shared by 2 Resource Room Teachers, 105A & 105C, with Title I teacher, 105B. The partitions used do not adequately bloc out noise within the instructional areas. The amount of space is inadequate for each Resource Room.

Room 101 is shared by 2 RR teachers with a partition. The partition used does not adequately block out noise within the instructional areas.

Required Corrective Action:*

Develop plan for relocation or remediation of problems cited.

Timeline: Immediately

Persons Responsible: Special Education Administrator

* See Additional Findings

Page___of___

ADDITIONAL FINDINGS	● REQUIRED CORRECTIVE ACTION ● RECOMMENDATIONS (OPTIONAL)
1. At the Mackey School, the Bilingual SAR Classroom is located in a corridor filled with rubbish and debris.	1. Develop a plan for removing debris or rubbish immediately.
2. At the Mackey School, the room off the gym, which is used for teaching and testing by itinerant special education personnel, was being used for storage.	2. Develop a plan to provide adequate space for teaching and testing by itinerant special education personnel.

MASSACHUSETTS SPECIAL EDUCATION MONITORING STANDARDS

STANDARD NO. 12 (Continued) Program Prototypes

CRITERIA	ACCEPTABLE DOCUMENTATION	Code	REPORT (Continued) • Findings or Comments • Required Corrective Action • Recommendations
12.4 Age range of students in 502.4 classes does not exceed 48 months without a current waiver from the Regional Center. 502.4(c)	(Review of Regional Center records)	—	12.4 Finding - Age range exceeds 48 months in substantially separate programs at Brighton High School, Dorchester High School and Charlestown High School. **Required Corrective Action** Apply for a waiver from the Regional Center. **Corrective Action Taken** Waiver Requests submitted 11/1/83 as requested by Regional Center.
12.5 Class size does not exceed the limits of the regulations: For 502.2 & .3: up to 10 with 1 teacher up to 14 with 1 teacher, 1 aide up to 18 with 1 teacher, 2 aides Any higher limits only with the approval of the Regional Center 502.2(b)(iv) For 502.4: up to 8 with 1 teacher up to 12 with 1 teacher, 1 aide 502.4(b) Programs for 3 and 4 year olds operated by School Committee: Integrated: 15 children with teacher and aide (under 50% with special needs) 502.8(b) Subseparate: 6 children with teacher 9 children with teacher and aide 502.8(c)	(Review of Regional Center records)		

Page___ of___

Bilingual Education

TABLE OF CONTENTS

INTRODUCTION 343

I MONITORING OBJECTIVES 344

II METHODOLOGY 344-345

III FINDINGS 346-352

NEW ISSUES RAISED 351-352

IV COMMENDATIONS 352

V RECOMMENDATIONS 352-354

VI ADDITIONAL DATA 355-357

APPENDICES A-P 359-390

INTRODUCTION

In order that the monitoring of the court orders in the desegregation of Boston Public School's bilingual education program be appropriately documented, schools, with high concentrations of LEP students, were targeted to be monitored by SEA bilingual specialists. For the purpose of this report, some eighteen elementary, middle, and high schools, including the Hubert Humphrey Occupational Resource Center, were monitored to gather evaluative data related to the monitoring objectives specified below.

1. To review proposed program locations and space/program matrices during the annual assignment process to ensure that adequate space and other provisions have been made for the programs required, including bilingual kindergarten and extended day kindergarten, and so to advise the Director of EEO.

2. To determine, through regular monitoring activities, whether all approved and required bilingual programs, including kindergarten and extended day kindergarten, are in place and functioning appropriately.

3. To advise the Director of EEO on all bilingual education aspects of students assignments, including:

    examination school invitations
    advanced work class invitations
    student assignment handbooks
    assignments (including bilingual,
        special, vocational)
    transfers
    exceptions, for the sake of bilingual programs,
    to racial percentage limits for assignments.

It should be noted that two teams of monitorers collected the evaluative data included in this report. One team focused on all issues related to bilingual education programming. The other team, collaborative effort among the occupational/vocational specialist and bilingual education specialist, focused on issues related to bilingual vocational/occupational education programming in Boston Public School.

The information included in this report specifies, the monitoring objectives, methodology used to document the evaluative data, the findings of the monitoring activities, specification of the new issues which need to be addressed in the second round of monitoring, commendations and recommendations, additional data documenting Board concerns vis-a-vis bilingual programming in Boston Public Schools and appendices which support the evaluative findings.

I. Monitoring Objectives

The focus of the bilingual education monitoring activities was to provide the Massachusetts Board of Education with evaluative data relative to the results from the July 1983 findings and Board concerns as they relate to the implementation of bilingual education by Boston Public Schools. The goals of the monitoring team were as follows:

A. To determine the availability of bilingual staff and space assignments in the targeted languages, including native language teachers, aides, and supportive staff (counselors, etc.) in bilingual education programming including bilingual vocational/occupational education areas.

B. To determine the implementation of procedures for the recruitment, and assessment of limited English proficient (LEP) students in bilingual education programming including occupational/vocational programs.

C. To determine the availability of curricular materials in targeted native languages in all bilingual education programming including occupational/vocational programs.

D. To determine the accessibility of the limited English proficient students to all programmatic educational options, supportive services, extracurricular options, as well as occupational/vocational programs.

E. To determine the status of the native language cluster concept as mandated by the Voluntary LAU Plan.

F. To determine the opportunities of bilingual parents to participate in the educational process of bilingual students .

II. Methodology

A number of evaluative activities were conducted by the State Department of Education monitoring team to gather the data to be included in this report. The monitoring activities dealing with bilingual vocational/occupational education were conducted collaboratively between the bilingual staff and the occupational/vocational staff members. The bilingual staff member of this team focused on the issues related specifically to bilingual occupational/vocational issues. To accomplish the goals of the monitoring, including the on-site visits conducted during the period of October 10 through November 2, 1983 ,the following activities occurred:

1. Pre-data collection - The SEA monitoring team requested the Department of Implementation, the Division of Personnel, and the Bilingual Department of the Boston Public Schools to provide the following documentation:

(Methodology cont' pg. 2)

(a) computer print-outs with data about bilingual teachers (names, certification numbers, and position) and locations by district, school, grade, and language,

(b) copies of the "Assignment Booklets" in different languages,

(c) copies of Master PAC newsletters, and

(d) a copy of the Language Assessment Team Handbook. (see appendix A)

2. Pre-data analysis - The SEA monitoring team reviewed data from Boston Public Schools for FY 1983 to determine program sites, correspondence related to problem areas, and audit reports on bilingual education programming including bilingual occupational/vocational education.

3. Meetings - The SEA staff held meetings with Boston Public Schools bilingual education staff to coordinate monitoring visits, determine monitoring procedures and specification of monitoring goals. (see appendix B)

4. On-site visit - The SEA monitoring team conducted the following on-site activities.

   a. Met with the bilingual coordinators for Boston Public Schools, the building administrators, district superintendents and bilingual liaisons of the East Boston, South Boston, Dorchester, West Roxbury, Charlestown, English and Brighton High Schools, Edison, Mackey, Taft, Roosevelt, Curley, Irving and McCormack Middle Schools, JFK, Agassiz, and Condon Elementary Schools, as well as the Hubert Humphrey Occupational Resource Center. (see appendix C and D)

   b. Interviews with a sampling of bilingual teachers, guidance counselors (bilingual and monolingual) ESL teachers, and occupational/vocational education teachers (bilinqual and monolingual). (see appendices C and D).

   c. Classroom observations in the above mentioned schools.

5. Instrumentation - The SEA monitoring team developed evaluative instruments to assess such program areas as staffing, availability of services and materials in the native language, recruitment procedures, coordination activities especially between vocational/occupational education programs and the bilingual teachers, and parent participation. (see appendices C and D).

III. Findings

The following evaluative findings relate to the six specified monitoring objectives based on the results of the July 1983 findings and Board concerns. The documentation which follows has been categorized to relate specifically to those objectives specified in the section Objectives. Immediately following this documentation, some key new issues will be identified to be investigated by the monitoring team during the second round of monitoring.

A. Availability of Staff/ Space Assignment

1. Partial or full mainstreaming still presents a problem in twelve of the sixteen schools monitored because of overcrowding of the regular classes (37 to 40 students) and/or because no parallel scheduling has been put into effect. The Department of Implementation assigns the TBE students on basis of 25 seats per classroom insuring compliance with regulations (Consent Decree). However, lack of coordination with the Bureau of Personnel, responsible for teacher and aide assignments, has resulted in non-compliance issues regarding student/teacher ratios. (see appendix G).

2. The gamut of mainstreaming patterns range from isolation (no mainstreaming) to immersion (full mainstreaming) for LEP students.

3. In most cases, overcrowding in the regular education program and limited native language support services (i.e, ESL, guidance, tutorial) present the most serious obstacle to mainstreaming.

4. 22% of the schools monitored had at least one uncertified bilingual teacher. In the Mackey School, even though everyone was certified, not everyone was teaching in the area of certification.

5. In some cases teachers certified to teach in one area are assigned to teach subjects for which they don't feel qualified to teach and for which they are not certified.

6. In some schools like the Mackey Middle, Dorchester High, and Roosevelt Middle, the physical plant does not allow for an increase of the student population or staff whether it is the bilingual program or the non-bilingual program.

(Findings cont' pg. 4)

7. Occupational/vocational education instructors in the ten monitored schools, including the HHORC, are generally monolingual, thereby conducting instruction monolingualy in English. In some cases teachers use bilingual students to translate; in fewer cases, they use native language materials; and in even fewer cases, use a native language speaking aide. The following are specifics relative to staffing:

   a. In 90% of the ten school programs monitored (representing 51 teachers), including HHORC, native language speaking teachers conducting their vocational/occupational classes bilingually or in the native language did not exist. The only school in which instruction is conducted bilingually occurs at the HHORC. These classes are either taught monolingually in English or in some cases some LEP students within the class translate in the native language for the other native speaking students who do not understand the monolingual teacher. (see appendices C,D and E)

   b. In 90% of the monitored classes, aides are not available/used within the vocational/occupational classes. (see appendices C, D and E)

   c. In 90% of the ten targeted schools, including the HHORC, native language speaking counselors are available to service the LEP students. It should be noted that a bilingual counselor might be bilingual in Spanish assigned to a school which houses Laotian, Cambodian, and Spanish LEP students. Consequently, although the counselor is bilingual, he/she cannot orally communicate with some of the LEP students. (see appendices C, D and E).

B. Recruitment and Assessment Procedures

1. Recruitment of LEP students for vocational/occupational education, especially at the high school level, is conducted in some native languages. In some schools, however, students are advised not to enroll in vocational/occupational education programs due to their low level of English proficiency. This is due to the fact that the great majority of occupational/vocational programs are taught mono-lingually in English, thereby making it difficult for the LEP student to be able to fully benefit from these programs.

   In some cases, there are relatively small numbers of students getting to participate in vocational/occupational education programming compared to the eligible numbers of students. This discrepancy is especially true of the Haitans, Cambodians, Laotians, Vietnameses, Chineses and Italians in that very small numbers, representing 14% or less, of the eligible students are enrolled at the HHORC.

2. In 40% of the monitored ten schools, including HHORC, letters in the native languages are sent to parents specifying the availability of occupational/vocational programs in Boston Public Schools. It should be noted that letters are not sent to the students and parents in the native language at the middle school level and that those disseminated letters have been, at different times, sent in six of the eleven (Cape Verdean, Portuguese, Haitian, Cambodian, Laotian, Vietnamese, Chinese, Italian, Greek, Spanish, Czechoslavakian) of the largest LEP student groups. (see appendix C)

3. The Bilingual Vocational Education Coordinator sends information relative to the vocational/occupational programs at the HHORC, to all high schools with high concentration of LEP students in the Boston Public Schools.

4. At different times, information relative to the HHORC has been disseminated via television programs in Spanish, and church bulletins/newsletters in Spanish.

5. In general, although the assessment procedures for the LEP students are in place and in the majority of the cases LEP students are assigned a Lau category, the following are problematic:

   a. not all students have been assigned a Lau category;
   b. not all students have been identified as LEP; and
   c. in some cases inappropriate Lau classification of LEP students.

6. The transfer process of LEP students is hindered due to large class sizes in the monolingual English classes.

7. Orientation booklets to Boston Public Schools have been written in the majority of the native languages.

C. Availability of Curriculum Materials

1. Although curricular materials for vocational/occupational education are available in some native languages (see appendix H), materials are either not used by the monolingual/bilingual teachers, are not available for teacher use, or are not available in the languages required/needed. (see appendices C and D)

2. Most of the available native language curricular materials are in Spanish with limited materials available in Cambodian, Laotian, Vietnamese, and Portuguese. (see appendix H)

3. In 86% of the time, coordination to develop native language materials, or to teach certain concepts in the native language or ESL classes to facilitate the learning in the vocational/occupational programs between the bilingual/ESL teachers and the vocational/occupational teachers does not exist. (see appendix C)

4. In all of the schools visited, the teachers interviewed indicated that they did not have adequate instructional and student materials within the classroom, especially in math, science, and social studies, which are linguistically and culturally relevant to their student populations.

5. In the large majority of the schools, those interviewed responded that there were no appropriate linguistically and culturally relevant materials located in the library/resource room.

D. Accessibility to Programs

1. Generally, LEP students have access to occupational/vocational education programming although in some cases LEP students are advised to opt not to enroll into the HHORC programming before a predetermined level of ESL is achieved by the LEP student.

2. Although some students do choose to enroll in occupational/vocational education programs, in spite of the lack of native language instruction, many students choose not to participate for fear of not being provided a program in which they will benefit educationally. (see appendices L and M)

3. Limited English proficient students in Boston Public Schools are subject to the same criteria for admissions to the examination schools as any other student. They have to pass exams in English and are expected to compete with non-bilingual students for admission. (see appendix I). There are no supportive services available for bilingual students who pass the exams and consequently are admitted. On the other hand, admissions to the magnet schools is open to LEP students and, since they have bilingual programs, the students are admitted and are entitled to receive the same services they would receive in any other district high school.

4. In some cases, the LEP students are not provided native language instruction in some of the required courses, especially at the high school level. (see appendix J)

5. Limited course offerings in both bilingual and non-bilingual education effectively denies equal acesss to course offerings.

6. In some cases at the HHORC, teaching bilingually or in the native language is considered by other vocational/occupational teachers as remediation, not necessary, and counter the philosophy of vocational/occupational education. (see appendix D)

7. In 100% of the schools monitored, the limited English proficient students were reported to have equal access to all extra-curricular activities. However, because of having to work after school, living far away from the school, etc, many cannot participate in after school activities.

8. Due to limited space/physical facilities (specifically Dorchester High, Mackey Middle, John F. Kennedy Elementary) LEP and non-LEP students cannot be provided adequate instructional services; example, JFK has 38 students in one classroom.

9. There are no Title I funded "Native Language Reading Programs" to deal with some of the students who are now referred unnecessarily to Special Education classes.

10. In the two elementary schools visited, the bilingual kindergarten teachers themselves inform parents about the availability of bilingual kindergartens.

11. Because of lack of physical space in one of the two monitored schools, the bilingual kindergarten teachers, as well as the regular kindergarten teachers, have to share their classrooms with other teachers and with their students.

12. Bilingual teachers have been assisting with the registration of children in the bilingual kindergartens. In order to do that, however, they have had to interrupt their classes.

E. Bilingual Clusters

1. In the 16 schools visited, 63% of the middle and high school Hispanic clusters were in violation of the Voluntary Lau minimum cluster size of 100. The Hispanic clusters in the two elementary schools were in compliance with the Voluntary Lau Plan (See appendix K).

2. The size of the cluster by itself does not seem to be the determinant factor in the quality of the programs offered. A case in point is that the Cambodian Program at South Boston High has a large cluster but limited program offerings and does not respond to the educational needs of the LEP students. On the other hand, the Chinese program at Charlestown High, with a large cluster and adequate staffing and services has been able to develop an excellent bilingual program.

   A smaller cluster usually lacks in appropriate numbers of teaching and supportive staff members, and variety of course offerings and instructional materials.

F. Parent Participation

1. The annual in-house review is conducted in all of the schools with involvement of bilingual parents from the district, but not necesarily from that particular school being monitored." Parents are invited to participate in the process of visiting the schools using as a tool of observation or as a point of reference the Lau review forms which are sometimes filled by an administrator.

2. Although not all parents attend, parents in the targeted schools are invited to participate in meetings organized by bilingual community field coordinators, the purpose of which is to inform them about their rights relative to bilingual education programming.

3. Concentrated efforts have been directed toward conducting parent training sessions by the bilingual staff. Opportunities for parents to become involved in school activities and programs are actively encouraged ("636" and Title VII). However, sufficient numbers of trained native language speaking staff are not in place to addres parental concerns and to facilitate increased parental involvement.

New Issues raised

The following issues will be investigated during the next round of monitoring. Although these issues are not all encompassing for the next round, more documentation must be gathered to objectively make recommendations to the Board concerning these issues.

- Determine the actual availability of bilingual counselors who work with LEP students.
- Determine the use of the native speaking aides at the HHORC.
- Determine the validity of the Lau classification assigned to LEP students.
- Determine the services available to LEP students admitted into the exam schools.
- Determine the feasibility of implementing language and culture maintenance programs.
- Determine the actual involvement of the bilingual parent in the bilingual education in-house review process.
- Determine the variables which are determining factors in Boston Public Schools in facilitating smooth transition of the LEP student for partial/full mainstreaming.
- Determine the accessibility of the LEP students into the gifted and talented programs in Boston Public Schools.
- Determine the appropriateness/validity of the information provided by Boston Public School vis-a-vis the educational needs of the LEP students with special attention given to the American Indian and the Puerto Rican linguistic and cultural needs.

- o Determine the factors (i.e., conditions and attitudes)which have limited the successful implementation of a full-time native language bilingual program at the high school level. Of special concern are issues at South Boston High School involving an immersion approach program with identified Cambodian students.

IV Commendations

Based on the evaluative data collected, the following commendations are made:

A) The high degree of commitment and involvement by the Bilingual Department staff, bilingual teachers, aides, and community field coordinators in providing quality bilingual programming of the LEP student population.

B) The initiative taken by the bilingual education department staff to provide quality teacher and parent training activities through conducting needs assessment, and providing workshops/conferences related to the identified needs.

C) The consistent efforts made by the bilingual educators in Boston Public Schools at partially and fully mainstreaming bilingual students.

D) The varied outreach activities conducted by the bilingual department staff through the publications of "Spark: and the "Parent Newsletter" as well as through the organization of active sub-PACs.

E) The attitude of cooperation and candor of most Boston Public School personnel in clarifying issues and offering solutions to resolve bilingual problem areas.

F) The wide variety of occupational/vocational programs available to LEP students especially at the HHORC.

G) The Charlestown High Chinese bilingual program having developed a programs of academic excellence which responds to both linguistic-cultural needs of those LEP students.

H) The success of the bilingual program of Boston Public School in graduating large numbers of high school students who in past years have systematically dropped out of public school.

I) The parents who have participated continue to participate actively in PAC related activities.

V Recommendations

Based on the evaluation data collected and analyzed, the following recommendations are made. Boston Public Schools should insure that:

A) In the absence of a certified bilingual/vocational teacher, LEP students enrolled in vocational/occupational education programs be provided supportive services via native language speaking aides and native language instructional materials. Most materials which are available are in Spanish with few materials in Laotian, Cambodians, Portuguese, and Vietnamese (see appendix H). There are no bilingual teachers at the middle and high schools levels. Although there are seventeen bilingual teachers and four bilingual aides at the HHORC, most of the programs in which LEP students are enrolled are not serviced by bilingual teachers and aides (see appendices E and M).

(Recommendations cont')

2) implementing the "Policy Paper:Bilingual Strategies and Procedures", focusing on the procedures and responsibilities of those vocational/occupational instructors servicing the LEP students, and

3) developing curricular materials in the native languages.

C. Bilingual counselors, speaking the appropriate targeted native language, be assigned to those vocational/occupational programs in which LEP students are enrolled (especially at the HHORC).

D. Recruitment activities to enroll LEP students at the HHORC be conducted systematically for all language groups.

E. Native language instructional materials for the program areas in which large numbers of LEP students are enrolled be developed/adapted/commercially bought to be used by the vocational/occupational education teachers.

F. Policies of bilingual language instruction in the vocational/occupational programs be enforced by building administrators to irradicate the negative stigma of teaching bilingually in the various vocational/occupational education programs.

G. Class size projections (DI) in regular education classes allow adequate space for mainstreaming bilingual students (i.e, reduce class size in targeted schools).

H. Adequate staff and resources be available in non-academic subject areas (i.e, music, art) to foster integration and mainstreaming for bilingual students.

I LEP students, who might be mainstreamed in non-bilingual schools, be retained within those targeted schools so that they can take advantage of existing native language services and resources within the school building.

J. Native language speaking administrative aides be assigned to administrative tasks so as to concentrate utilization of native language teachers for support services and also to encourage collaborative efforts towards increasing team teaching.

K. All necessary bilingual teachers, aides, and counselors be hired to provide appropriate bilingual education programming.

L. The hiring process reflect the linguistic and cultural reality of Boston Public Schools specifically at the school building level to include administrators, teachers, aides and counselors representing the various targeted linguistic-cultural groups.

M. Language Assessment Team and LAU STEP placement for all students be implemented upon recommendation without undue delays.

N. Language Assessment Team recommendations from the central office computer be received prior to student scheduling in September.

O. Administration of appropriate (CLOZE) testing of all students, especially Indochinese high school students, be made prior to placement and/or transfer.

P. Transfer and placement policies of ESL programming be reviewed to insure consistent application in all targeted schools.

Q. The acquisition of linguistically and culturally relevant materials be instituted for the classrooms and libraries/resource centers.

R. An interim set of ESL objectives and guidelines be identified (although an ESL curriculum is currently being developed) and disseminated for teachers to implement.

S. Those programs which have been identified as successfully integrated be used as models for other bilingual programs within the system.

T. Chapter I services be utilized systematically throughout Boston Public Schools to service LEP students.

U. LEP students be maintreamed and that their parent's request be honored regarding opportunities for participation in language and culture maintenance programs.

V. The linguistic-cultural educational needs of LEP students enrolled in the examination schools be addressed to provide appropriate bilingual programming.

W. Sub-PAC newsletters and bulletins be developed for dissemination to all parents.

X. Native language parent trainers be trained to conduct parent training sessions for LEP parents.

Y. Roles and responsibilities of community field coordinators be clearly defined to facilitate a more effective involvement of parents in the annual in-house review.

Z. Pedagogically sound and economically efficient bilingual program clusters be implemented throughout Boston Public Schools.

VI. Additional Data

The following data were collected to specifically address the concerns of the Board of Education related to length of time that LEP student remain in the bilingual education programs, problems encountered by Boston Public Schools in achieving state and federal transitional bilingual education goals, how Boston Public School deals with such problems, and factors tending to decrease the "transitional" nature of TBE programs.

Length of time in bilingual programs

As shown in appendix N, the majority (57%) of the LEP students in Boston Public Schools transition into non-bilingual education programming after one year of transitional bilingual education. As compared to the statistics of the school year, 1981-1982, 42% of the students transitioned into non-bilingual education programming. The statistics on appendix N also shows that 15% of the LEP students are maintained in bilingual education programming after the three year period for the school year 1982-83 while 31% for the 1981-82 school year.

As shown in Appendix P, further analyzes would show that out of the indicated 16 percent of LEP students who are maintained in bilingual education programming after three years, 11 percent are of Hispanic background, two percent are Italians, 0.7 percent Greeks, and 2.3 percent are of Cape Verdean, Chinese, Portuguese, French Haitian, and Vietnamese backgrounds.

As shown in appendix O the bilingual education programming in Boston Public Schools has graduated 372 bilingual students during the 1982-83 school year. 77% of the graduating bilingual students have opted to go on to higher education with 58% of these receiving awards of scholarship.

Problems of Boston Public Schools in achieving state and federal transitional bilingual education goals

The following specifications identifies those related recommendations which have previously been documented as well as other problems encountered by Boston Public Schools in accomplishing state and federal transitional bilingual education goals.

- Absence of parallel scheduling of the bilingual and non-bilingual classes at the middle and high school level hindering the possibility of partial and full-mainstreaming,
- Lack of sequential curriculums for the bilingual classes in the content areas of language arts, science, math, and social science,
- Resistance on the part of the bilingual teachers, students and parents to mainstream due to the absence of supportive services in the non-bilingual programs.

How does Boston deal with the above problems

The above stated recommendations/documentation of problem areas have been stated in the "Bilingual Audit Report-January, 1981" and the "Bilingual Audit Follow-up Report June,1982." Nonetheless, due to a) new immigrant groups enrolling yearly in Boston Public Schools, b) budget cuts in personnel, materials acquisition/development, and staff training, c) lack of support from some teachers and administrators vis-a-vis bilingual education programming, and b) absence of a language policy of the bilingual education department, the same problems, with minor changes, are evident from year to year. Nevertheless, some strives have been made by Boston Public Schools to remediate certain non-compliance/problem areas. The following specifies those positive steps taken by Boston Public Schools:

- hiring an ESL consultant to develop/scope and sequence the Boston Public Schools ESL curriculum as well as train teachers in ESL methodology
- developing Title VII proposals to seek federal funds to supplement bilingual education activities in Boston Public Schools (BPS has received two federal grants - Project S.U.C.C.E.S.S. "Strategies to Upgrade Children's Competencies through Educational Sharing and Support "and Project C.H.I.L.D."Comprehensive Help In Language Development")
- developing and receiving state 636 grants to develop curricular materials, and conduct staff and parent training
- computerize the LAU classification of LEP students

Factors tending to decrease the "transitional" nature of TBE programs

Since generally LEP students transition into monolingual education programming within the recommended three years; nevertheless, the following decrease the "transitional" nature of transitional bilingual education programming in Boston Public Schools.

- Over-crowding of the non-bilingual classes making partial or full mainstreaming difficult if not impossible to happen within the same school year

- Absence of native language support services in the non-bilingual education program to help in the smooth transition of the bilingual student, thereby, contributing to the hesitancy of the bilingual teachers, parents, and students to mainstream those bilingual students.

- Lack of parallel scheduling with bilingual and non-bilingual classes, especially at the middle and high school levels, making partial mainstreaming impossible.

APPENDIX A

The Commonwealth of Massachusetts
Department of Education
Division of Curriculum and Instruction

1385 Hancock Street, Quincy, Massachusetts 02169

September 27, 1983

Mr. Raffael DeGruttola, Senior Advisor
Boston Public Schools
26 Court Street
Boston, MA 02108

Dear Mr. DeGruttola:

We are in the process of commencing our monitoring of the Boston Public School Consent Decree, specifically in the area of bilingual education. As a result of the data collection conducted during school year 1982-83 relative to bilingual education and the documentation included in the Report to the United States District Court, District of Massachusetts on Boston School Desegregation, Volume I and II, we will focus our monitoring activities on the priority of space assignments, bilingual vocational/occupational education, and the bilingual cluster models as specified in the Boston Public School Lau Plan. These monitoring activities will consist of reviewing related Boston Public School documents, interviewing (see attached proposed instrumentation), Department of Implementation and Bilingual Education staff members, attending appropriate parent meetings and conducting on-site visits to targeted schools and classrooms.

In order that we might provide the U.S. District Court with valid and timely documentation about bilingual education programming in the above mentioned priority areas, would you please provide us with the following documents by October 5, 1983:

--Location, by school and district, of all bilingual education programs specifying the numbers of students by grade level, and language group as well as the numbers of bilingual teachers serving these LEP students.
--Bilingual certification status of the bilingual teachers at the HHORC.
--Student lists of middle and high schools where bilingual programs are in place indicating the numbers of students in each of the language clusters.
--Lau Plan Status Report.
--Written Documentation vis-a-vis admissions criteria to the magnet and examination schools.
--Any other documents which you feel would facilitate our monitoring efforts.

Please note that the Greater Boston Regional Education Center will coordinate with the Division of Occupational and Special Education in conducting the on-site visits as well as collecting appropriate data. It must also be noted that all responses and documentation should be returned to the Greater Boston Regional Education Center. Mr. Allen Gilpatrick will be in contact with you during the next few weeks to make the necessary arrangements to conduct the on-site visits.

If you have any questions regarding this process, please contact Mr. Allen Gilpatrick. We look forward to your continued assistance and cooperation in the process.

Sincerely,

Jim Case

James H. Case
Associate Commissioner
Division of Curriculum and
Instruction

Marlene Godfrey

Marlene Godfrey
Director, Greater Boston
Regional Education Center

Attachment

cc: Robert Spillane
Ernest J. Mazzone

The Commonwealth of Massachusetts
Department of Education

APPENDIX B

1385 Hancock Street, Quincy, Massachusetts 02169
Bureau of Transitional Bilingual Education

Memo

TO: MARLENE GODFREY, DIRECTOR, GREATER BOSTON REGIONAL EDUCATION CENTER

FROM: ERNEST J. MAZZONE, DIRECTOR, BUREAU OF TRANSITIONAL BILINGUAL EDUCATION

RE: MAZZONE RESPONSE TO QUESTIONS ON BILINGUAL VOCATIONAL EDUCATION MEETING 9-27-83.

AS PER YOUR REQUEST.

DATE: OCTOBER 3, 1983

Question:
1 Chapter 71A, M.G.L. is clear on the application of dual language medium instruction specifically stated in section 2 of the Act and regulation 20.
On this issue the Act makes no distinction between vocational education, special education, regular academic or any other content area. The bottom line is that instruction must be given in the native language as well as in English once a child has been identified as limited English proficient and who is incapable of performing ordinary classwork in English. The treatment of language and the time used in the native language is determined by the educational needs of the child. The Bureau has set forth guidelines for full-time program of instruction in TBE to assist local school districts implement this provision.

The second issue raised in the question seeks to know the application of the TBE law to programs not mandated for graduation. In essence the only mandated courses in Massachusetts are American history and Citizenship and physical education.

Thus the reference to a full-time program of instruction in all courses a child is required by law to receive and which are required by the child's school committee have no reference to graduation requirements. The Act does not say that only courses required for graduation must be taught in the native language as well as in English. The intent of the Act is to insure that whatever courses are either offered or required of children in a particular local school district must be offered dual lingually to the LEP child.

2. In the hierarchy of things the higher order prevails; that is the more rigorous provision between two conflicting legal requirements will be the one which must be followed.

Example, (1) Both Chapter 71A, M.G.L. and the Lau Remedies require certain procedures in the identification, placement and transfer of limited English proficient children into and out of TBE programs. The provisions in Chapter 71A M.G.L. are less demanding than those in the Lau Remedies. In accordance with the principle of higher order prevailing, a local school district must follow those requirements of the Lau Remedies which go beyond what is required by Massachusetts State Law. Example (2) Both Chapter 71A, M.G.L. and the Lau Remedies require the local school district to provide instruction in ways which ensure access to learning for the LEP child. Lau generally requires dual medium instruction at the elementary school level and under certain conditions accepts ESL instruction at the secondary level. Chapter 71A M.G.L. however requires TBE (dual medium instruction) at both the elementary and secondary levels. On this matter, then, in accordance with the principle of higher order, school districts are required to provide native language medium instruction in all subjects a child is given or takes both at the elementary and secondary level. As stated before the treatment of languages and time in each is an educational decision based on the individual needs of the student.

The positions just stated have been the consistent policy of the Bureau on these matters since the implementation of Chapter 71A M.G.L. in April 1972.

3. Reference was made to the Lau categories which defines those entitled to TBE. Specifically it means categories a and b.

4. Regional staffs both occupational education and bilingual engage in monitoring bilingual vocational education in other school districts. Mazzone made reference to the exemplary Title VII Vocational Education bilingual program in the Greater Lawrence Regional Vocational School and the program at the Keefe in Framingham.

Marlene, although I gave imput to some of the other questions raised by Jim Caradonio, I believe others in the group perhaps could provide you with their more indepth responses. The questions I feel I spoke to in some depth are addressed above. Especially critical are responses to questions 1, 2, and 4. Please call if I can be of further help.

:gs

APPENDIX C
(Tallied Results of
Key questions of
Appendix C)

LEGEND

x = indicate yes
= indicate no

	HIGH SCHOOLS					MIDDLE SCHOOLS				
	HHORC	E.BOSTON	S.BOSTON	BRIGHTON	ENGLISH	McCORMACK	IRVING	ROOSEVELT	CURLEY	EDISON
1. Are there written procedures to encourage LEP students to enroll in Occ/Voc Ed.Prog?	x	-	x	x	x	-	-	-	-	-
• Letters in native lang. to parents	x	-	x	x	x	-	-	-	-	-
2. Are LEP students provided instruction in native language?	x	-	x	-	-	-	-	-	-	-
• guidance services in native language	x	x	-	x	x	x	x	x	x	x
• voc/occ. ed. in native language	x	-	-	-	-	-	-	-	-	-
3. Number of LEP students enrolled in the specified school	421	95	92	158	152	68	101	49	125	151
4. The variety of program available:										
• Automative	x	-	-	x	x	-	-	-	-	-
• Foods	x	x	x	x	x	-	x	x	x	x
• Clothing	x	x	x	x	x	x	x	x	x	x
• Electronic	x	x	-	-		-	x	x	x	-
• Woods	x	-	-	-	x	x	x	x	x	x
• Drafting	x	-	-	-	x	x	-	-	-	-
• Metal	x	-	-	-	x	x	-	-	-	-
• Data Processing	x		x	x	-	-	x	x	x	-
• Printing										
• Business	x	x	x	-	x	-	-	-	-	-
5. Curricular materials are available in the following native languages										
• Cape Verdean	x									
• Portuguese										
• Cambodian	x									
• Laotian	x									
• Vietnamese	x									
• Chinese										
• Italian										
• Greek										
• Czechoslavakian										
• Spanish	x									

(cont' Appendix C)

Legend

x = indicate yes
– = indicate no

	HIGH SCHOOLS					MIDDLE SCHOOLS				
	HHORC	E. BOSTON	S. BOSTON	BRIGHTON	ENGLISH	McCORMACK	IRVING	ROOSEVELT	CURLEY	EDISON
6. Materials are used in the following languages.										
• Cape Verdean										
• Portuguese										
• Haitian										
• Cambodian					–					
• Laotian		–	–				–			
• Vietnamese		–			–		–			
• Chinese		–		–						
• Italian		–								
• Greek							–			
• Czechoslavakian										
• Spanish	x		–	–	–	–		–	–	–
7. Does coordination exist between the voc/occ. education teachers and the bilingual teachers in:										
Woods					–		–	–	–	–
Metal					–					
Electronic	x				–			–	–	
Drafting					–		–		–	
Printing					–		–		–	–
Computer			–			–				
Foods			–		–			–	–	–
Cloths			–	–	–		–	–	x	–
Business	–	–	–		–					
Automotive		–		–	–					
8. Does coordination exists between the voc/occupational education teachers and the ESL teachers in										
Woods					–		–		–	–
Metal				–						
Electronic	x				–				–	
Drafting					–		–		–	
Printing					–		–		–	–
Computer			–		–		–		–	–
Foods			–	–	–				–	–
Cloths			–		–		–		–	–
Business		–	–		–					
Automative		–		–	–					

(cont' Appendix C)

Legend

x = indicate yes
- = indicate no

	HIGH SCHOOLS					MIDDLE SCHOOLS				
	HHORC	E.BOSTON	S.BOSTON	BRIGHTON	ENGLISH	McCORMACK	IRVING	ROOSEVELT	CURLEY	EDISON
9. Written procedures exist to determine LEP students?	x	x	x	x	x	x	x	x	x	x
10. Are aides used in the voc/occ education classes to help the LEP students?	x	-	-	-	-	-	-	-	-	-

APPENDIX D

TEACHER INTERVIEW QUESTIONNAIRE (COMPOSITE)

HHORC

1. Do you use native language materials in your class?

Yes 57% No 43%

2. What kind of native language materials do you use?

Spanish	Vietnamese
Cape Verdean	Laotian
Haitian	Cambodian

3. How do you teach L.E.P. students?

18% teach monolingually

27% teach monolingually with a bilingual student translating

9% teach monolingually with some native language materials

9% teach monolingual with a native language speaking aide

45% teach bilingually-in English and the targeted native language

4. Are aides available to work with your students?

Yes 17 No 83

5. What kinds of services are available to you which impact on the quality of educational programming for your LEP students?

________ counseling

________ community field liaison

________ curriculum developers

________ native language materials

27% others ESL

6. Is this administration/teaching peers receptive to bilingual education services to the LEP students?

Yes 20% No 80

Specify ● Teaching in the native language is not appreciated by the monolingual teacher

● teaching bilingually is not tolerated/not valued by non-bilingual instructors

7. What administrative support would facilitate your task of responding to the linguistic -cultural needs of the LEP students in your class?

Specify • Need for counseling services in the native language of the HHORC LEP students (only one bilingual Spanish counselor who work with the students in the health and business clusters-no services available for any other language groups)

- more time available to develop curriculum
- scheduling to permit for coordination with other bilingual teachers
- more aides to focus on helping LEP students especially the Haitians, Cape Verdeans and Cambodians
- need for computers for individualized
- more materials in the targeted native languages.

Bilingual Vocational Instructors
Humphrey Occupational Resource Center
1983 - 1984

Instructor	Native Language(s)	Program
Kenneoi Chin	Chinese	Data Processing
Violeta Gonzalez	Spanish	Data Processing
Ramon Suarez	Spanish	Data Processing
Corina Murphy	Spanish	Cosmetology
Carlos Bartels	Spanish	Carpentry
Julio Delgardo	Spanish	Plumbing
John Oliveria	Cape Verdean Portuguese	Electricity
Shirley Daly Carr	Spanish	Health Aide
Maria Paz Lewis	Spanish	Medical Terminology
Lernardo Comarzo	Spanish	Electronics
Alvaro Comarzo	Spanish	Autobody
Cesar Coloma	Spanish	Electronics
Leonardo Arruda	Cape Verdean	Auto Mechanics
Viriato Pereira	Cape Verdean	Auto Mechanics
Loray Pollinger	Spanish	Auto Mechanics
Efren Hidalgo	Spanish	Special Needs Assessment Project (SNAP)
Marta Kaufman	Spanish	SNAP

Bilingual Aides

Humphrey Occupational Resource Center

1983 — 1984

Aide	Native Language(s)
Eddie Luis Ocasis	Spanish
Samuel Maldonado	Spanish
Esmin Rodney	Spanish
John Tran	Vietnamese Chinese French

Appendix F

School	Comp.	Non-Comp.	Language Group	Student/Teacher Ratios*	
Elementary:					
Condon		X	Spanish	30.1	(w/aide)
		X	CV	24.1	(w/aide)
Agassiz		X	Spanish	22.1	no aide
J K	X		Spanish	21.1	(w/aide)
Middle:					
Edison	X		Spanish	16.1	
		X	VM	**32.1	
Taft		X	Spanish	21.1	No aide
Irving	X		Greek	25.1	(w/aide)
	X		LA	14.1	no aide
		X	CA	**42.1	no aide
Roosevelt	X		Spanish	14.1	no aide
McCormack	X		Spanish	18.1	aide
Mackey Midd	X		Spanish	18.1	(w/aide)
High:					
Brighton		X	Spanish	22.1	no aide
		X	VM	** 21.1	no aide
		X	ESL	25.1	no aide
East Boston	X		Italian	18.1	(w/aide)
South Boston		X	Spanish	25.1	no aide
		X	CA	**105.1	no aide
Dorchester		X	Spanish	18.1	no aide
West Roxbury	X		Greek	20.1	(w/aide)
Charlestown		X	Chinese	20.1	no aide
	X		Spanish	16.1	no aide
English		X	Haitian Creole	** 22.1	no aide
		X	Laotian	** 19.1	no aide
		X	Spanish	19.1	no aide

* The numbers reported in this column signify student/teacher ratios based on the total number of limited English proficient students divided by the total number of bilingual teachers assigned to the school. This, however, does not necessarily accurately reflect what the student/teacher ratios are in each classroom within the school. In some classrooms there could be more and in others there could be less.

** Most of these students range from 0 to limited English proficiency.

*** According to Regulation 14.05 of the Chapter 71A.

> "Except for multi-grade level classes (classes in which more than one grade level is/are included), the maximum student-teacher ratio shall be 18.1, except that the student-teacher ratio may be 25.1, where a native speaking teacher's aide is assigned to a Transitional Bilingual Education class or a non-native-speaking teacher's aide is assigned to a Transitional Bilingual Education class taught by a native speaker of the primary language of the children enrolled in the Transitional Bilingual Education program. In multi-grade level classes, as defined supra, the ratio shall be 16:1 without said aide and 20:1 with said aide, respectively."

Bilingual Programs – Citywide

PAGE 1 of 5

PROGRAMS	HHORC	Brighton H. S.	Edison	Taft	Jamaica Plain	Theo. Roosevelt	Curley	W Roxbury	Irving	Lewenburg	Dorchester H. S.	Cleveland	McCormack	Dearborn	South Boston	Edwards	Timilty	Charlestown H. S.	Barnes	East Boston	Madison Pk	Umana	English High	King	Mackey	McKinley	Boston High	Boston Tech	Gavin	TOTAL	Greek	Spanish	Cape Verdean	Chinese	French	Vietnamese	Cambodian	Portuguese	Laotian	Italian
Food Service	12		13	4	6		35				8	11			34		11	5								1				30		79	1	6		7	7			
Retail	1																													1		1								
Cabinetmaking	3																													3		3								
Carpentry	7																													7		4	2	1						
Plumbing	6																													6		1	1		3		1			
Bldg. Main.	7																													7		7								
Autobody	16																													16		11			2					3
Machine Lab	5																													5		1	2	1	1					
Sheet Metal	2																													2		1				1				
Welding	6																													6		3			1	1	1			
Adv Off Proced	6																													6		1	2	1	2					
Legal Off Asst	4																													4		2	2							
Med Off Asst	5																													5		4		1						
Word Process	8																													8		5	3							
Banking	4																													4		1	2			1				
Child Care	10				6																7		15							38		16	9		13					
Cosmetology	15																													15		7	5		2		1			
Fashion/Int Des	6																													6		4	2							
Hotel	5																													5		3	1		1					

PROGRAMS	HHORC	Brighton H. S.	Edison	Taft	Jamaica Plain	Thea. Roosevelt	Curley	W Roxbury	Irving	Lewenburg	Dorchester H. S.	Cleveland	McCormack	Dearborn	South Boston	Edwards	Timilty	Charlestown H. S.	Barnes	East Boston	Madison Pk	Umana	English High	King	Mackey	McKinley	Boston High	Boston Tech	Gavin	TOTAL	Greek	Spanish	Cape Verdean	Chinese	French	Vietnamese	Cambodian	Portuguese	Laotian	Italian
Data Proc.	15																													15		10	3	1			1			
Dental Assis	2																													2			2							
Health Aide	5																													5		4				1				
Med Off C.	19																													19		10	4		3	1	1			
Nursing Assn	13																													13		8	1		1	1				
Electricity	17																													17		7	7	1	1		1			
Electronics	30																													30		16	5	2	5	1	1			
Heating/AC	2																													2		1		1						
Comm Design	5																													2		2	1			2				
Fashion Illus	0																													0										
Drafting	7											9																		[illegible]		2				4				
Photog	4																													4		4								
Printing	10																													10		4	2		2		1		1	
TV Prod	6																													6		3	3							
Auto/Truck	31	2																												33		19	2	5	2	3		1		1
Machine/Sm Eng	7																													7		5				2				
SNAP	8																													8		8								
Exploratory	107																													107		78	23	2				2		2
Gen Clothing		3	15	10		9	35		31		6					54							19							177		66	1	5	3	73	31		7	

-373-

386

APPENDIX G-1

Bilingual Programs – Citywide

PROGRAMS	LOCATIONS																														LANGUAGE									
	HHORC	Brighton H. S.	Edison	Taft	Jamaica Plain	Theo. Roosevelt	Curley	W Roxbury	Irving	Lewenburg	Dorchester H. S.	Cleveland	McCormack	Dearborn	South Boston	Edwards	Timilty	Charlestown H. S.	Barnes	East Boston	Madison Pk	Umana	English High	King	Mackey	McKinley	Boston High	Boston Tech	Gavin	TOTAL	Greek	Spanish	Cape Verdean	Chinese	French	Vietnamese	Cambodian	Portuguese	Laotian	Italian
Typing		82			13			30			13							16		13	14		11				8			[illegible]	17	[illegible]	10	16	11	41			3	[illegible]
Typing DP		21									16									15										52		27				10				[illegible]
Acct. W P		15																												[illegible]		5				5				
Acct. Record		23																												23		12				11				
Typing Short		7									10				4															21		17					4			
Graphic Arts			85				20																							[illegible]		55				50				
General C O																														X										
Wood /Metal					11							11										13								35		22		13						
Office Proc					8			19										7		19							12			65	14	20		7		2				12
Gen Business					33										31			8									31			93		63	1	9	2		18			
Woodworking							20				10	18																		48	2	43		2	1					
Acct Book								5																						5	5									
Typing Ec Geo																														X										
Merch Gen Bus								5																						5	5									
Wood Graphics							17																							17		17								
Architec Wood																														X										
Typing Civil Ser																														X										
Record Keeping																		14		13										[illegible]		4	8			3				12
Bookeeping Bus																		10												10		2		8						

Bilingual Programs – Citywide

PAGE 4 of 5

PROGRAMS	LOCATIONS																													LANGUAGE									
	HHORC	Brighton H. S.	Edison	Taft	Jamaica Plain	Theo. Roosevelt	Curley	W Roxbury	Irving	Lewenburg	Dorchester H. S.	Cleveland	McCormack	Dearborn	South Boston	Edwards	Timilty	Charlestown H. S.	Barnes	East Boston	Madison Pk.	Umana	English High	King	Mackey	McKinley	Boston High	Boston Tech	Gavin	TOTAL	Greek	Spanish	Cape Verdean	Chinese	French	Vietnamese	Cambodian	Portuguese	Laotian	Italian
Gen Merchand																																								
Gen Home Ec		3		7		17	18		39				35	38	19	68		25	45	7	24	7	84	8	31				5	[illegible]	13	[illegible]	63	25	63	25	21		31	51
Accounting																				6										6										6
Typing/Law																																								
Bus Lab																																								
Metals																																								
Wood Const																																								
Indust Arts				35	14	20			26	13		15	33	49	24	63	19	33	43		107	17	39	43	37			84	9	[illegible]	15	[illegible]	13	[illegible]	45	43	36	27	13	43
Typing. W.P.																				7	33									[illegible]		6	17							7
Typing. Book																																								
Typing. Comp																				15			13							28					13					15
Aviation																																								
Shorthand																																								
Mach. Trans Sh																																								
Bus Law					1													10		3										13		5		6						2
Legal Med Typ																																								
Calculator																																								
Consumer Ed		7	7	10					5	28				15													13			[illegible]	5	34	15		40					
Career Ed.			31	36		3						34							15										10	[illegible]		[illegible]				14				5

Bilingual Programs – Citywide

SEX: Male	SEX: Female			TOTALS	LOCATIONS
245	171			416	HHORC
99	59			158	Brighton H. S.
74	77			151	Edison
56	46			102	Taft
43	49			92	Jamaica Plain
27	22			49	Theo. Roosevelt
68	57			125	Curley
27	22			49	W Roxbury
54	47			101	Irving
20	21			41	Lewenburg
27	36			63	Dorchester H. S.
46	52			98	Cleveland
37	31			68	McCormack
47	55			102	Dearborn
43	49			92	South Boston
62	69			131	Edwards
51	38			89	Timilty
64	53			117	Charlestown H. S.
50	53			103	Barnes
44	51			95	East Boston
95	80			175	Madison Pk
20	16			36	Umana
84	68			152	English High
24	45			69	King
39	29			68	Mackey
1				1	McKinley
37	26			63	Boston High
31	48			79	Boston Tech
16	8			24	Gavin
				2910	TOTAL CITYWIDE
				1522	SEX: Male
				1547	SEX: Female

PAGE 5 of 5

/APPENDIX H/

AVAILABLE NATIVE LANGUAGE CURRICULAR MATERIALS VOCATIONAL/OCCUPATIONAL EDUCATION

LANGUAGE	Cape Verdean		Portuguese		Haitian		Cambodian		Laotian		Vietnamese		Chinese		Italian		Greek		Spanish		Czechoslavakian		Other (Specify)			
PROGRAM	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N
Food Service									X																	
Retailing, Marketing and Management																										
Cabinetmaking																			X							
Carpentry							X		X																	
Plumbing									X										X							
Building Maintenance and Repair																										
Autobody Repair Laboratory											X								X							
Machine Laboratory																			X							
Sheet Metal Laboratory																			X							
Welding Laboratory																			X							
Advanced Office and Management											X								X							
Legal Office Procedures																			X							
Medical Office Assistant																			X							
Word Processing																			X							
Banking																										
Child Care																										
Cosmetology																			X							
Fashion/Interior Design																										
Hotel Hospitality																			X							
Data Processing																			X							
Health Aide									X										X							
Health Laboratory Skills																			X							
Medical Office Assistant-Clinical																			X							
Nursing Assistant									X										X							
Electrical Technology										X									X							
Electronics Technology																										
Heating. Air Conditioning, Refrigeration																			X							
Commercial Design		X																	X							
Fashion Illustration																										
Machine Drafting		X																	X							

LANGUAGE	Cape Verdean		Portuguese		Haitian		Cambodian		Laotian		Vietnamese		Chinese		Italian		Greek		Spanish		Czechoslavakian		Other (specify)			
PROGRAM	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N
Photographic Technology																										
Printing																										
Television Production																										
Automotive/Truck Repair																										
Marine and Small Engine Repair																										

BPS
Boston Public Schools

DEPUTY SUPERINTENDENT'S MEMORANDUM

/APPENDIX I/

No. 59 1983-1984
September 19, 1983

ADMINISTRATION OF THE SECONDARY SCHOOL ADMISSION TEST

TO: Community Superintendents, Headmasters, Principals and Other Administrative Heads

The Secondary School Admission Test (SSAT) required for entrance into Boston Latin Academy, Boston Latin School, and Boston Technical High School will be administered on Saturday, November 19, 1983.

The registration deadline for the 1983 SSAT will be October 5. By this date, principals and headmasters will have forwarded to the Educational Testing Service (ETS) in Princeton, New Jersey all computerized candidate registrations then in their possession. Admission Tickets will be distributed to the home school during the week of October 31, 1983.

Appropriate notices, registration materials, and directions for reporting grade point averages are being distributed by staff of the Department of Implementation to our public schools which serve students in grades 6, 8, and 9, and to comparable private and public schools in the metropolitan area.

It is imperative that potential candidates and their parents be advised of the SSAT administration date and the other dates in this notice. To this end, principals and headmasters must direct teachers, guidance personnel and other administrators to notify the parents of all students in grades 6, 8, and 9. School personnel also should advise parents and students of the importance of the Grade Point Average (GPA) in ranking students for possible invitations to the examination schools.

FOR FURTHER INFORMATION, PLEASE CONTACT PERSONNEL IN THE DEPARTMENT OF IMPLEMENTATION, MOST PARTICULARLY KATHLEEN BOLY SPARKS, EXTERNAL LIAISON UNIT, DEPARTMENT OF IMPLEMENTATION, 26 COURT STREET, BOSTON, MA. 02108, TELEPHONE 726-6555 or 726-6200 EXT. 5564.

ROBERT S. PETERKIN
Deputy Superintendent
School Operations

THE SCHOOL COMMITTEE OF THE CITY OF BOSTON

BOSTON PUBLIC SCHOOLS
DEPARTMENT OF IMPLEMENTATION
EXTERNAL LIAISON UNIT

Robert S. Peterkin

Robert S. Peterkin/Deputy
Superintendent for School
Operations

John R. Coakley

John R. Coakley, Senior Officer,
Department of Implementation

/APPENDIX I/

TO: Headmasters and Principals of Schools

FROM: Lydia B. Francis

DATE: September 22, 1983

SUBJECT: Materials for Candidacy for Boston Latin Academy, Boston Latin School, Boston Technical High School

The Secondary School Admissions Test (SSAT), required for entrance in 1984-85 into Boston Latin Academy, Boston Latin School, and Boston Technical High School, will be administered on Saturday, November 19, 1983.

Enclosed please find the following materials related to the SSAT registration process:

1. For distribution to all students in grade 6, 8, or 9, copies of two documents entitled:

   a) SSAT Bulletin of Information for Candidates which contains the Registration Forms

   b) Procedures for Candidacy for Admission to Boston Latin Academy, Boston Latin School, Boston Technical High School which contain the Form For Candidate's Personal Data and Report of Grade Point Average (GPA) and the Examination Schools - Entrance - Fact Sheet.

2. Schedule of dates for Registration Procedures (attached to this memorandum).

Please distribute the enclosed information in accordance with the attached schedule. If you have questions concerning any of the enclosed data, please feel free to contact Kathleen Boly Sparks at 726-6200, extension: 5564.

Thank you for your cooperation.

elf
cc Community District Superintendents
Enclosures

SCHEDULE OF DATES FOR PROCEDURES FOR CANDIDACY FOR ADMISSION TO BOSTON LATIN ACADEMY, BOSTON LATIN SCHOOL, BOSTON TECHNICAL

September 27...on this date you will receive a supply of:

1) Procedures for Candidacy for Admission to Boston Latin Academy, Boston Latin School, Boston Technical High School which contain the Form for Candidate's Personal Information and Report of Grade Point Average and the Examination Schools-Entrance-Fact sheet.
2) SSAT-B Bulletin of Information for Candidates which contains the Registration Forms.

September 28...Distribution of items 1 and 2 above to all students in grades 6, 8, and 9

September 30 ...Students must return:

1) the Registration Form (enclosed in the SSAT-B Bulletin of Information for Candidates, 1983-84)
2) Form for Candidate's Personal Information and Report of Grade Point Average (GPA)

October 5 ...SSAT-B Registration Forms, completed and checked, must be mailed by the principal/headmaster to:

SECONDARY SCHOOL ADMISSIONS TEST
EDUCATIONAL TESTING SERVICE
BOX 922
PRINCETON, NEW JERSEY 08541

During the week of October 31 ...Each principal/headmaster will receive directly from the Educational Testing Service a ticket of admission for each properly registered candidate enrolled in his school. The principal/headmaster must copy the registration number (on the ticket of admission) onto each candidate's Form for Candidate's Personal Information and Report of Grade Point Average, Section III, item A. The candidate must present the admission ticket on the day of the test in order to be admitted to his/her assigned test center. The candiate should bring some personal identification to the test center on the day of the test. His/her parent, teacher or principal should assist in obtaining the personal identification.

If problems arise concerning delayed tickets of admission, the principal/headmaster, rather than the parent, should telephone Princeton Candidate Services, SSAT Program (1-609-921-9000). It is possible that some candidates will receive admission tickets up until November 18.

PLEASE DO NOT DISTRIBUTE TICKETS TO CANDIDATES UNTIL THE WEEK OF NOVEMBER 14th.

November 19 ...Secondary School Admission Test will be administered

November 26 ...Make-up Administration date should all test centers be closed on November 19 due to inclement weather or some other eventuality which renders that administration impractical or impossible

February 10 1984 ...Return to the Department of Implementation, ATTEN: Kathleen Sparks, the completed, signed, and dated Form for Candidate's Personal Information and Report of Grade Point Average (GPA) (See Directive for Grade Point Average).

Accessibility - Required Programs & Support Services

School	Language	Regular Non-Language Courses N/L Hist. & Culture	N/L Science	" Math	Language Arts	Music	Art	PE	Other	Bilingual Guidance Counselor
Elementary										
Condon	Spanish	x	x	x	x	1 per wk.	no	w/ bil. tch.		N/A
	Cape Verd.	x	x	x	x	"		"		N/A
Agassiz	Spanish	x	x	x	x	available				N/A
JFK	Spanish	x	x	x	x	available				
Middle										
Taft	Spanish	x	x	x	x					1 day per week
Edison	Spanish	x	x	x	x	limited				---------
	Vietnamese			x	x	limited				1 day per week
Irving	Cambodian	x	x	x	x	denied access				no
	Laotian	x	x	x	x	denied access				no
Roosevelt	Spanish	x	x	x	x	available				1 day per week
McCormack	Spanish	x	x	x	x	available				no
Mackey	Spanish	x	x	x	x	available				1 day per week
High School										
Brighton	Spanish	limited offerings				available				
	Vietnamese	limited offerings				available				
E. Boston	Italian	x	x	x	x	available				
	LEP(immigrant)	limited ESL serv.				unavailable				full-time
S. Boston	Spanish	x	x	x	x	available				no
	Cambodian	x	x	x	x	available				out-side resource
Dorchester	Spanish	no	x	x	x	available				3 days a week
West Roxbury	Greek	x	x	no	x	available				no
Charlestown	Chinese	x	x	x	x	available				3 days a week
	Spanish	x	x	x	x	available				3 days a week
English	Haitian	x	x	x	x	available				1 full-time
	Laotian	x	x	no	x	available				no
	Spanish	x	x	no	x	available				1½ days per week

Appendix K

Bilingual Program Clusters

School	Language	No. of Students*	Compliance	Non-Compliance
Elementary				
Condon	Spanish	96		X
	Cape Verd.	112	X	
JFK	Spanish	185	X	
Agassiz	Spanish	271	X	
Middle				
Edison	Spanish	80		X
	Vietnamese	64		X
Taft	Spanish	60		X
Irving	Greek	23		X
	Cambodian	84		X
	Laotian	27		X
Curley	Spanish	121	X	
Roosevelt	Spanish	57		X
McCormack	Spanish	70		X
Mackey	Spanish	95		X
High School				
Brighton	Spanish	110	X	
	Vietnamese	130	X	
So. Boston	Spanish	76		X
	Cambodian	107	X	
East Boston	Italian	129	X	
Dorchester	Spanish	81		X
Charlestown	Spanish	78		X
	Chinese	219	X	
West Roxbury	Greek	40	X	
English	Spanish	59		X
	French Haitian	224	X	
	Laotian	37		X

* Student number count verified on-site.

/APPENDIX L/

VOCATIONAL/OCCUPATIONAL EDUCATION
MIDDLE SCHOOLS LEVEL
NUMBERS OF LEP STUDENTS

SCHOOLS MONITORED LANG. NUMBER OF LEP STU. PROGRAM AREAS

SCHOOLS MONITORED	LANGUAGES NUMBERS OF LEP STUDENTS		INDUSTRIAL ARTS	HOME ECONOMICS	CONSUMER EDUCATION	CAREER EDUCATION	GRAPHIC ARTS	WOODS					
Mc Cormack 68 LEP *	Spanish	62	33	35									
	Cape Verdean	5											
	Vietnamese	1											
Irving 101 LEP*	Greeks	17	26	60	5								
	Laotian	23											
	Spanish	4											
	Cambodian	57											
Roosevelt 49 LEP *	Spanish	48	20	26	3								
	Chinese	1											
Curley 125 LEP *	Spanish	119		68			20	37					
	Chinese	2											
	Cape Verdean	1											
	Greek	2											
	Laotian	1											
Edison 151 LEP*	Spanish	70		28	7	31	85						
	Vietnamese	81											

* Lau Category A & B

/APPENDIX L /

VOCATIONAL/OCCUPATIONAL EDUCATION
HIGH SCHOOL LEVEL
NUMBERS OF LEP STUDENTS

		PROGRAM AREAS				
SCHOOLS MONITORED	LANGUAGES/NUMBER OF LEP STUDENTS	HOME ECONOMICS	INDUSTRIAL ARTS	DATA PROCESSING	BUSINESS EDUCATION	CONSUMER EDUCATION
E. Boston High 95 LEP*	Italian 71 Portuguese 3 Cambodian 8 Vietnamese 7 Cape Verdea 1 Spanish 5	7			71	
S. Boston High 92 LEP*	Cambodians 30 Spanish 52 Cape Verdeans10	43	24		25	15
Brighton High 158 LEP*	Spanish 58 Vietnamese 100	6	2	21	122	7
English High 152 LEP*	Haitian 72 Laotian 20 Spanish 51 Chinese 1 Vietnamese 5 Cape Verdean 3	99	29		25	

* LAU CATEGORY A & B

LEP STUDENTS ENROLLED IN VARIOUS VOCATIONAL/OCCUPATIONAL EDUCATION PROGRAMS HHORC

LANGUAGE	Cape Verdean		Portuguese		Haitian		Cambodian		Laotian		Vietnamese		Chinese		Italian		Greek		Spanish		Czechoslavakian		Other (specify)			
PROGRAM	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N
Food Service	1													1					10							
Retailing, Marketing and Management																			1							
Cabinetmaking																			3							
Carpentry	2													1					4							
Plumbing	1				3		1												1							
Building Maintenance and Repair																			7							
Autobody Repair Laboratory					2										3				11							
Machine Laboratory	2				1									1					1							
Sheet Metal Laboratory											1								1							
Welding Laboratory					1		1				1								3							
Advanced Office and Management	2										2								1							
Legal Office Procedures	2																		2							
Medical Office Assistant														1					4							
Word Processing	3																		5							
Banking	2										1								1							
Child Care	2																		8							
Cosmetology	5				2		1												7							
Fashion/Interior Design	2																		4							
Hotel Hospitality	1				1														3							
Data Processing	3						1							1					10							
Health Aide	2																									
Health Laboratory Skills					1														4							
Medical Office Assistant-Clinical	4				3		1				1								10							
Nursing Assistant					1		2		1		1								8							
Electrical Technology	7				1		1							1					7							
Electronics Technology	5					5		1			1			2					16							
Heating. Air Conditioning, Refrigeration	1																		1							
Commercial Design	1										2								2							
Fashion Illustration																										
Machine Drafting											4								3							

LANGUAGE	Cape Verdean		Portuguese		Haitian		Cambodian		Laotian		Vietnamese		Chinese		Italian		Greek		Spanish		Czechoslavakian		Other (Specify)			
PROGRAM	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N
Photographic Technology																			4							
Printing	2				2		1		1										4							
Television Production	3																		3							
Automotive/Truck Repair	2				2		1				1		5		1				18							
Marine and Small Engine Repair					2														5							
SNAP																			8							
Exploratory	23		2										2		2				78							
ACTUAL ENROLLMENT TOTALS:	78		2		22		10		2		15		15		6				258							
ACTUAL NUMBER OF STUDENTS ELIGIBLE FOR ENROLLMENT:	130		9		222		87		28		105		180		77				364							

/APPENDIX N/

LENGTH OF TIME IN BILINGUAL PROGRAMS*

Time	SCHOOL YEAR 1982-83 Total Students		SCHOOL YEAR 1981-82 Total Students	
	Frequency	Percentage	Frequency	Percentage
0 to .9	2,787	39		
1.0	1,416	19	5520	42
2.0	1,314	18	2386	18
3.0	679	9	1208	9
4.0	450	6	2426	18
5.0	318	4	1028	8
5 and up	418	5	612	5

* Data taken from Boston Public Schools Computer Print Out of 10/18/83

:gs

/APPENDIX O/

BILINGUAL GRADUATING SENIORS

1982 - 83 SY

School	Language	Sex M	Sex F	# Grad.	Higher Ed.	Awards	Other
Brighton	Spanish	11	10	21	15	12	06
	Vietnamese	53	09	62	54	10	08
Jamaica Plain	Spanish	09	12	21	14	01	07
West Roxbury	Greek	08	09	17	10	04	07
Dorchester	Spanish	03	05	08	05	04	03
South Boston	Spanish	02	08	10	08	05	02
Charlestown	Chinese	47	24	71	57	81	14
	Spanish	01	03	04	03	02	01
East Boston	Italian	08	11	19	17	19	02
English High	Fr./Haitian	41	32	73	60	13	13
	Spanish	08	12	20	14	07	06
	Laotian	04	01	05	03	03	02
Madison Park	Spanish	03	03	06	02	02	04
	Cape Verdean	21	14	35	25	05	10
	Totals	219	153	372	287	168	85

77% have indicated their intent to go on to higher education. No Cambodian students graduated this year; however many will be eligible next year. The relative newness of this program and the limited English language skills of the students are two reasons for this outcome. Over 45% of the graduating seniors received scholarships or awards of some kind. Of the 23% who will not be going on to higher education, many students have already found employment through the efforts of the Boston Compact's "private industry council."

APPENDIX P

10/18/83 BOSTON PUBLIC SCHOOLS R802100A

AVERAGE LENGTH OF TIME SPENT IN BILINGUAL PROGRAM

LNG*	0-.9	AVG	1.0	1.1-1.9	AVG	2.0	2.1-2.9	AVG	3.0	3.1-3.9	AVG	4.0	4.1-4.9	AVG	5.0	5.1-5.9	AVG	6.0	6.1-6.9	AVG	7-UP	AV
C	399	.2	157			120	97	2.8	84			22			5			1				
D	139	.2	154			16																
F	270	.2	154			65	14	2.7	11			4			2			1				
G	34	.2	15			26	14	2.5	18			9			32			2			8	7.5
I	39	.2	26			34	9	2.7	27			49			49			42			73	8.2
K	186	.2	154			44	51	2.8	61			28			12			8			1	7.0
L	41	.2	44			25	4	2.9	1													
O	38	.2																				
P	23	.2	7			6	17	2.9	14			16			5			1			4	7.0
S	1381	.2	644			532	153	2.8	444			321			213			126			151	7.7
V	237	.2	61	1	1.4	24	63	2.8	19			1										
TOT/	2,787		1,416			892	422		679			450			318			181			237	

* LANGUAGE CODES:

C - Chinese
D - Cambodian
F - French Haitian
G - Greek
I - Italian
K - Cape Verdian

L - Laotian
O - Other
P - Portuguese
S - Spanish
V - Vietnamese

Vocational and Occupational Education

MONITORING REPORT
UNIFIED PLAN FOR VOCATIONAL AND OCCUPATIONAL EDUCATION
BOSTON PUBLIC SCHOOLS

I. Compliance with Relevant Court Orders, State Laws and Regulations

A. Monitoring Objectives and Key Questions

The major monitoring objective has been to determine if all vocational/occupational education programs conform to racial ratios established by the Court and if all programs comply with admissions criteria specified by the Unified Plan including proportional representation by sex.

> How does Boston justify disproportional enrollments by race and sex in certain skills training programs? What is being done to remedy this situation?

B. Methodology

Based on an analysis of enrollment data by race and by sex, the Bureau of Equal Educational Opportunity identified 62 vocational programs at 27 schools as showing disproportionality (see Appendix I-1 and the assignment section of the report). The March 1983 data base did not include enrollments at the HHORC. A sampling of the 27 schools (8 high schools and 8 middle schools) was selected for on-site monitoring by regional staff (see Appendix I-2, Charts a and b). A data-gathering instrument was designed to facilitate the monitoring process by gathering information from school staff on student assignment and transfer procedures. Questions dealt with the current year's enrollment procedures, processes and policies.

C. Findings

Status of Compliance

Previous Reporting Period:
___full compliance ___partial compliance _X_ non-compliance

Current Reporting Period:
___full compliance _X_ partial compliance ___non-compliance

1. High Schools

Assignments and transfers in and out of programs are, for the most part, implemented and authorized by guidance counselors without regard for adherence to racial ratios established by the Court. In rare cases, assignments and transfers at high schools must be approved first by the headmasters. South Boston High School student assignments and transfers are approved by the headmaster. Dorchester and Jamaica Plain High Schools schedule changes are approved by guidance counselors before October 1 and by the headmaster thereafter. Magnet programs are an exception to this policy and any changes for students in these programs are done by the Department of Implementation. Students must complete a Request for Transfer/Change form which must be submitted to the Department of Implementation for approval. These forms allow students to identify themselves by race and by sex. The survey sample included two magnet programs, Agribusiness at West Roxbury High School and Machine Cooperative at Hyde Park High School. While the current enrollment status of the Agribusiness program indicates overall compliance for Fiscal Year 1983-1984, some units within this program are significantly disproportionate as evidenced by underenrollment of Black students in Landscaping and Gardening.

2. Middle Schools

Vocational/occupational education programs at middle schools are part of the core curricula and all students participate in these programs. However, student assignments to these programs are a matter of random selection, alphabetical selection or lottery (see Appendix I-2, chart b). With the exception of two schools in the middle school sample--Timilty and Cleveland--assignments are made by guidance staff but approved and authorized by principals. Assignments at the Timilty are authorized by the guidance counselors and at the Cleveland by the registrar.

Though all staff, including principals and headmasters, at the middle and high schools are aware that programs should be racially balanced, it is not a consideration when schedules/assignments are made. Disproportionate assignments to schools is another factor that may contribute to disproportionate enrollments in programs. Future monitoring reports will investigate possible correlations.

D. Recommendations/Commendations

For other than magnet programs, headmasters and principals must insure strict adherence to ratios by race and proportional representation by sex in the assignment of students to programs and that guidance and other responsible staff place the highest emphasis on this requirement. Boston Public Schools must submit a plan that addresses the resolution of disproportionate enrollments in cited schools and programs. The plan should include policies, procedures and outreach, recruitment efforts to ensure that assignments to vocational/occupational programs conform to court-approved racial ratios and proportional representation by sex.

410

E. Documentation

Appendix I-1 - Enrollment Compliance Index Listing

Appendix I-2, Charts a and b - summary of on-site visits to schools with disproportionate program enrollments

II. Core Programs

A. Monitoring Objectives and Key Questions

The monitoring objective is to determine whether middle school career and exploratory programs as well as high school exploratory and employability programs are in place as specified in the Unified Plan.

Which programs are currently operational and non-operational? What steps has Boston taken to comply with provisions?

B. Methodology

Boston was requested to submit a plan delineating timelines for implementing district core programs specified by the Unified Plan. On site monitoring instruments were used to gather information regarding the current status of fourteen middle and ten high school core programs (see Appendix II-1 for site visit program summaries). Additional data were collected from the Occupational Resource Center sending school printout.

C. Findings

Status of Compliance

●Previous Reporting Period:
___full compliance _X_partial compliance ___non-compliance

●Current Reporting Period:
___full compliance _X_partial compliance ___non-compliance

1. Middle School Exploratory

The last report to the court indicated that most of Boston's schools had identified part-time in-school staff (guidance advisor or teacher) to bear career education responsibilities. The Cleveland Middle School did have a full-time career education coordinator as specified by the Unified Plan. However, this position has been eliminated this school year. In most schools career education has been provided through selective classroom and school activities such as career fairs and guest speakers through Project Business and School Volunteers. A few schools offer career education classes.

Boston is now in the final stage of developing a citywide career education plan, and recently completed new curriculum guides for all grade levels which also include some career education objectives for the middle schools. In the interim, the major activities of career education in Boston continue to include those activities described above. The Thompson, Curley and Cheverus Middle Schools have active career education classes and/or career education centers. In most instances school funds have not been allocated for related activities such as field trips to job sites and high school vocational programs.

On November 10, 1983 the Division of Occupational Education and Boston Public School Career Guidance staffs jointly conducted a workshop for Boston's middle school guidance advisors. The presentation focused on state and local career education resources including Project BICEP (Barnstable Instructional Career Education Program), a full developed project for career education curriculum infusion in all major subject areas as well as home economics and industrial arts. It is anticipated that Boston will supplement its career education plan with this model project citywide.

2. Middle School Exploratory Clusters

The last report to the Court indicated that the primary area of non-compliance in exploratory cluster offerings was in the Business Cluster. All fourteen middle schools visited were in non-compliance with the exception of Wheatley, Timilty, and Taft. The business program at Thomas Edison reopened this school year and a typing class is now in operation. Computer education appears to be the current business education focus in Boston. All schools visited offer the Food-Home-Health Services Cluster, including the Cheverus which was in non-compliance last reporting period. They have experienced a reduction in staff in this cluster. The Industry Related Cluster was in operation at the Cheverus. The Cheverus, McKay and Jackson Mann schools were in non-compliance in this area during the last reporting period.

The scheduling process or rotation of students in clusters continues to vary in most districts. Some schools offer one Industry-Related shop and one Food-Home-Health Services Related class per school year. Others offer two Industry-Related shops and two Food-Home-Health Services Related classes per school year but for less periods per week than those that offer one shop/class per semester. In most cases, Computer Education was also scheduled as an exploratory offering. It was the general preference of shop teachers to have double periods in lieu of single periods in order to allow adequate teaching and student work time. Only a few of the middle school exploratory classes are scheduled with double period shop classes. It need also be noted that some of the shop teachers particularly in the Graphic Arts area indicated that they are still awaiting necessary supplies ordered last year or prior to, which have not yet arrived. Most exploratory classes include some degree of career awareness related to the particular subject area.

3. High School Exploratory

During the last reporting period, only five high schools offered all three required cluster areas: 1) Industry Related, 2) Food-Home-Services Health Related, and 3) Business-Distribution-Government Related. Those schools were Jamaica Plain High, West Roxbury High, South Boston High, Charlestown High and Madison Park High. During this reporting period, eight high schools visited were in compliance in the three exploratory clusters. Dorchester High continues not to offer the Industry Related Cluster, and East Boston High no longer offers the Food-Home Health Services Related Cluster. The following schools were in non-compliance last reporting period but are in full compliance this reporting period: Brighton High, Hyde Park High, J.E. Burke and English High (see Appendix II-2 for individual school detail).

4. High School Employability

It was mentioned in the last report that none of the high schools offered the Food-Home-Health-Related Cluster as an employability skill area. It has been verified through site visits conducted during this reporting period that the following schools offer this cluster: Brighton High, Dorchester, South Boston High, English High and Madison Park High. East Boston High does not offer the Food-Home-Health Services Related Cluster nor do they have students attending the Occupational Resource Center for this program area. All of the ten high schools visited continue to offer the Business-Office Education classes. However, some high schools and particularly Madison Park High, demonstrated a need for more trained personnel and teaching time to use effectively the typing, word processing and micro computer labs. The four schools cited in the last report as not offering the Distributive-Marketing Cluster were West Roxbury, Hyde Park, South Boston and East Boston. These programs continue to be non-operational. In addition, two other Distributive Education Programs closed - Jamaica Plain High and English High. The only two high schools visited whose core programs (exploratory and employability) were in full compliance were Brighton High and Madison Park High.

D. Recommendations/Commendations

1. Middle School Career Exploratory

Boston has made considerable efforts in reviewing the status and needs for career education systemwide. At this time, curriculum infusion is the primary vehicle by which career awareness assessment and development are implemented. A school system as large and as diverse as Boston needs central, district and school coordination. Full-time central staff and part-time school staff exist for the middle schools and high schools. District level coordination input and follow up, however, are not in place. Such district coordination would increase the degree of career education in all district schools and provide a better transitional process for middle school students as they enter high school.

2. Middle School Exploratory Clusters

If in fact Boston's focus for the Business Cluster will be on computer education, then the necessary modifications or amendments to the Unified Plan must be made. In addition, computer education should not be implemented at the expense of the implementation of the Food-Home Health Services Related Cluster or Industry Related Cluser.

3. High School Exploratory Clusters

It should be noted that Boston has reopened five exploratory programs which were previously closed. Although some schools may not offer a particular exploratory cluster, except for East Boston High, these schools have students attending exploratory clusters at the Humphrey Occupational Resource Center (see Appendix II-2 for school detail).

4. High School Employability Clusters

The Distributive-Marketing Clusters which have been closed should be reopened. More in-school incentives and awards should be provided for all vocational occupational education students.

E. Documentation

Appendix II-1 - Middle School Career Education/Exploratory Site Visit Program Summaries
Appendix II-2 - High School Exploratory/Employability and Boston Compact Chart

School brochures and materials (on file)

III. Magnet Programs

A. Monitoring Objectives and Key Questions

A major objective is to determine whether all required magnet satellite programs are in place as specified in the Unified Plan.

Why are certain magnet programs not being offered as specified by the Court-ordered Unified Plan? What is being done to implement these programs?

B. Methodology

Boston was requested to submit a plan delineating timelines for implementing district magnet programs specified by the Unified Plan. On site monitoring instruments were used to gather information regarding the current status of all middle and high school core programs. Additional data were collected from the Occupational Resource Center sending school printout.

C. Findings

Status of Compliance

- Previous Reporting Period:
  ___full compliance _X_ partial compliance ___non-compliance

- Current Reporting Period:
  ___full compliance _X_ partial compliance ___non-compliance

Current enrollments in the satellite programs still show non-compliance in terms of total enrollment and no magnet program exists in District II- Jamaica Plain High. The cooperative programs in District VI- South Boston High and District VII- Charlestown High were closed and transferred as indicated in the last report. Enrollments in the operational magnet programs are as follows:

District	High School	Program	Enrollment July 1983	Enrollment February 1984
I	Brighton High	Automotive	223	222
III	W. Roxbury High	Agribusiness	117	120
IV	Hyde Park High	Machine Shop	93	83
V	Dorchester High	Architectural/Wood and Upholstery	84	64
VIII	E. Boston High	Machine Shop	132	62*
		TOTALS	649	551

*A substantial decrease has taken place in the Machine Shop Program at East Boston High.

The current enrollment at the Humphrey Occupational Resource Center is 2,796. This year's enrollment shows an increase of 207 over last year's enrollment of 2,589.

D. Commendations/Recommendations

Boston should increase its magnet programs to include federal clusters in the districts not represented. Strong efforts must be made to increase enrollments in existing cooperative programs.

IV. In-School Bilingual

A. Monitoring Objectives and Key Questions

The major monitoring objective was to assess the provisions for supportive services, including administrative, counseling and instructional support services, to limited English proficient students enrolled in vocational/occupational education programs in Boston Public Schools.

> Are adequate and sufficient supportive services being provided to limited English proficient students enrolled in those programs?

B. Methodology

The monitoring method consisted of analysis of data submitted by Boston Public Schools. In addition, on-site visits to four high schools, five middle schools, and the Humphrey Occupational Resource Center were conducted jointly with staff of the Bureau of Transitional Bilingual Education. Interviews were conducted with the Coordinator of Bilingual Vocational Occupational Education, vocational/occupational instructors (bilingual and monolingual), bilingual education coordinators, bilingual liaisons, bilingual guidance counselor and building administrators. Classroom observations were also conducted. (see Appendix IV-1 for instrument summary chart).

C. Findings

Status of Compliance

- Previous Reporting Period:
  __full compliance X partial compliance__non-compliance

- Current Reporting Period:
  __full compliance X partial compliance __non-compliance

Based on data submitted by Boston Public Schools, the previous report to the courts determined that bilingual vocational/occupational programs were not offered by Boston Public Schools as specified by the Unified Plan. The report also indicated that though separate and distinct native language bilingual vocational/occupational programs were not offered, it was evident that Boston Public Schools had made efforts to provide vocational/occupational training to limited English proficient students by mainstreaming them into regular vocational/ occupational programs and providing necessary support services. During this second period of monitoring, on-site visits provided the opportunity for a more indepth evaluation of the implementation of bilingual vocational education services in the Boston Public Schools.

Boston Public Schools' Bilingual Vocational Education Policy Manual provided the framework assessing the approach and strategies that are used for providing services to limited English proficient students. Developed in February of 1983, this document is intended to outline specific guidelines and procedures for providing bilingual support services to limited English proficient students enrolled in vocational programs and all staff of vocational/occupational and career programs throughout the city of Boston. These include strategies and procedures for Vocational English-as-a-Second Language instructor, student assessment, referral and placement, delivery of bilingual vocational instruction, curriculum adaptation, and counseling support services. Although this policy has been developed as a working guide for vocational and occupational education staff throughout the system, it was generally found that the document has not been widely disseminated.

Based on data analysis and on-site visits to selected schools, the following major findings emerged:

1. Bilingual Staffing for Vocational/Occupational Programs

   Occupational/vocational instruction in the five middle schools and five high schools visited is conducted monolingually in English. In some cases instructors use bilingual students to translate language concepts for limited English proficient students.

   In more than ninety percent of classes monitored, bilingual aides are not available within the vocational/occupational education classes. An aide is perhaps one of the most critical needs of the vocational/occupational instructor in working with limited English proficient students.

   In eight of the ten targeted schools, bilingual guidance counselors are available to serve the limited English proficient student. The time spent by the couselors in each school varies from one to two days each week. It should be noted that this percentage specifies the number of bilingual counselors available to serve the limited English proficient students. For example, a counselor might be bilingual in Spanish and is assigned to a school with Laotian, Cambodian and Spanish limited English proficient students. Consequently although the counselor is bilingual, he/she cannot orally communicate with some of the limited English proficient students.

   In eight of the targeted schools and the Humphrey Occupational Resource Center, community field coordinators are available to serve the limited English proficient students, parents or teacher one day per week.

The availability of bilingual instructional staff at the Humphrey Occupational Resource Center constitutes a different staffing pattern. A number of bilingual vocational teachers provide instruction in programs and clusters throughout the Center. (see Appendix IV-2 for bilingual teacher staffing chart). Those instructors provide English for instruction to all students and when necessary provide native language instruction and translation for limited English proficient students.

A total of four bilingual aides is available for 416 limited English proficient students enrolled in various vocational programs throughout the Center. This represents two less aides than the previous year. (see Appendix IV-3 for bilingual aide staffing chart). As the chart indicates, aides are not available for two significant language populations-Cambodian and Cape Verdean.

Two instructors provide Vocational English as a Second Language instruction at the Humphrey Center.

Although one period per week of Vocational English as a Second Language at sending high schools has been proposed as a supplement to the LAU Plan, this concept has not been adopted nor implemented.

Only one bilingual counselor (Spanish speaking), who is assigned to the Data Processing and Business Clusters, is available at the Center.

2. Limited English Proficient Students Recruitment and Referral Procedures

Recruitment of limited English proficient students is conducted in some native languages, especially at the Humphrey Occupational Resource Center and high school level. Communiques in native languages are sent to parents of limited English proficient students specifying the availability of occupational/vocational programs in Boston Public Schools. Occasionally, information regarding the Humphrey Occupational Resource Center has been disseminated in Spanish by way of television programs, and through church and community bulletins and newsletters. As a result of these outreach efforts, the number of limited English proficient students enrolled in vocational/occupational programs has increased from 2,695 during the previous year to the current enrollment of 2,919.

A Student Needs Survey is disseminated to all vocational/occupational instructors to indicate their needs for working with limited English proficient students. The Coordinator of Bilingual Vocational Education in turn attempts to assist the instructor to obtain appropriate resources to meet the expressed need.

3. Availability of Native Language Curricular Materials

Although curricular materials have been adopted or are available in some native languages (see appendix IV-4), materials are either not used by the monolingual vocational/occupational instructors, are not available for language materials is in Spanish with limited materials available in Cambodian, Laotian, Vietnamese and Portuguese. These materials are available at the Humphrey Occupational Resource Center for distribution systemwide.

The implementation of services to limited English proficient students described above is overseen by the coordinator of Bilingual Vocational Education. The coordinator, with the assistance of a planning committee, developed the Bilingual Vocational Education Policy referenced earlier as a guide to the implementation of services to limited English proficient students enrolled in vocational/occupational education programs throughout the system.

In general, it is evident that in spite of the lack of native languages instructional vocational/occupational programs, Boston Public Schools continues to make provisions to provide nearly three thousand middle and high school limited English proficient students access to vocational/occupational education programs (see Appendix IV-5 for the number of limited English proficient students enrolled in vocational/occupational programs citywide).

D. Recommendations/Commendations

Although the approach is not consistent with the Unified Plan, the development of a Bilingual Vocational Education Policy constitutes a positive step toward structuring a comprehensive system for delivering vocational education services to limited English proficient students.

It is evident that the Bilingual Vocational Education Policy has received limited dissemination. An essential step in the adoption and implementation of this policy requires that it becomes widely disseminated and fully integrated into the vocational education system.

Immediate action must be taken to appoint native language aides to serve the Cape Verdean and Cambodian limited English proficient students at the Humphrey Center. In addition, steps must be taken to provide the assistance of aides to other vocational and occupational programs throughout the year.

The designation of one period per week of Vocational English as a Second Language at the sending high schools and middle schools has been proposed for inclusion in the LAU Plan. Appropriate action should be taken to adopt and implement this provision. This would strengthen the coordination between the English as a Second Language and vocational/occupational instructors and provide language development skills to limited English proficient students enrolled in such a program.

E. Documentation

Appendix IV-1 - On-site Monitoring Questionnaire Summary
Appendix IV-2 - Hubert H. Humphrey Occupational Resource Center Bilingual Vocational Instructor Roster
Appendix IV-3 - Hubert H. Humphrey Occupational Resource Center Bilingual Aides Roster
Appendix IV-4 - Native Language Vocational/Occupational Curricular Materials
Appendix IV-5 - Limited English proficient student enrollment in occupational vocational educations programs citywide.
Draft LAU plan - Objective 5.5 (on file)
Native Language Recruitment Materials (on file)
Request for Bilingual Services Form (on file)

V. Out-of-School Youth, Ages 16-21

A. Monitoring Objectives and Key Questions

The goal of the monitoring activities was to assess the provisions for services for out-of-school youth, ages 16-21.

> What is the nature and scope of services being provided by the responsible agency? Are these services being coordinated with the Boston Public Schools?

B. Methodology

The method of achieving this objective involved a review of the new legislation (Job Training Partnership Act) and its provisions for services for out-of-school youth, ages 16-21. The service plan for out-of-school youth which was recently developed by the agency having primary responsibility for providing these services was also reviewed.

C. Findings

Status of Compliance

- Previous Reporting Period:
  _X_ full compliance ___partial compliance ___non-compliance

- Current Reporting Period: Not Applicable
  _full compliance ___partial compliance ___non-compliance

In view of the transition from the former Comprehensive Employment and Training Act to the newly enacted Job Training Partnership Act, provisions for services to out-of-school youth are in the development states. The agency responsible for providing these services, the Neighborhood Development and Employment Agency, has recently prepared a Job Training Plan which contains a description of services to be provided to out-of-school youth, ages 16-21. The implementation of this proposed service plan will be monitored and findings reported in the next report to the court.

D. Recommendations/Commendations

Not Applicable.

E. Documentaion

Public Law 97-300, Job Training Partnership Act (on file)

Job Training Plan, Neighborhood Development and Employment Agency, October 1, 1983 through June 30, 1984 (on file)

VI. Vocational/Occupational Education for Special Needs Students

A. Monitoring Objectives and Key Questions

The primary monitoring objectives were to determine if vocational and occupational program services for special needs students are maintained and to assess vocational and occupational instructor training in understanding and working with special needs students.

> Does Boston continue to provide vocational education program services to this target populations? What action has been taken to provide vocational and occupational education instructor training in understanding and working with special needs students?

B. Methodology

The methodology for monitoring this objective included a desk review of the vocational and occupational program offerings and Boston Public Schools' October 3, 1983 written response to the Unified Plan monitoring instrument.

C. Findings

oPrevious Reporting Period:
__full compliance __partial compliance __non-compliance

oCurrent Reporting Period:
__Full compliance __partial compliance __non-compliance

The findings of the July, 1983 report to the U.S. District Court determined that the Boston Public Schools has made significant achievements in instituting procedures and provisions for the comprehensive delivery of vocational and occupational services to special needs students, in effect exceeding the requirements set forth in the Unified Plan. A review of current program services indicated that the Boston Public School System continues to provide this comprehensive range of vocational and occupational education program services. The previous report stresses the necessity of strengthening staff development training in understanding and working with special needs students for all vocational and occupational instructors throughout the system. Boston Public Schools' response to this concern indicated that such a plan has not been developed for implementation pending contract negotiations with the Boston Teachers' Union. In the absence of a proposed plan, it cannot be determined how Boston intends to address this concern.

D. Recommendations/Commendations

A comprehensive proposed training plan should be developed to assist all vocational and occupational instructors systemwide in understanding and working with special needs students.

The Boston Public School System is to be commended for developing and implementing a number of laudable vocational education programs for special needs students. Some of the most notable programs include the Needs Special Assessment Program at the Humphrey Occupational Resource Center, a variety of vocational programs at the Jackson Mann and McKinley Schools and the Occupational Services Development Centers at Charlestown, Dorchester and Hyde Park High Schools.

E. Documentation

Profile of vocational and occupational program services (on file).

Boston Public Schools' October 3, 1983 response to the Unified Plan Monitoring Instrument, page 3, Section 111a (on file).

VII. Program Changes and Deletions

A. Monitoring Objectives and Key Questions

The primary monitoring objective is to ascertain what action is being taken by Boston Public Schools to complete all program transfers as specified by the Unified Plan.

> If such transfers are not desirable, what motions have been filed with the courts to modify the existing order?

B. Methodology

The methodology used to achieve this objective involved a review of Boston Public School's October 3, 1983 written response to the Unified Plan monitoring instrument.

C. Findings

Status of Compliance

- Previous Reporting Period:
  ___full compliance _X_partial compliance ___non-compliance

- Current Reporting Period:
  ___full compliance _X_partial compliance ___non-compliance

The previous monitoring report indicated that all program deletions and transfers have been completed as specified by the Unified Plan with the exception of transferring to the Humphrey Occupational Resource Center the Machinist program at East Boston High and the Upholstery and Cabinet Making programs at Dorchester High. To date, these transfers have not been completed. Boston has indicated an intention to close these programs rather than transfer them to the Humphrey Center. Such action, however, would not comply with the requirements of the existing provisions of the Unified Plan.

D. Recommendations/Commendations

If the designated transfers are not desirable, a motion must be filed with the court to modify the existing order.

E. Documentation

Boston Public Schools' October 3, 1983 written response to Unified Plan monitoring instrument, page 4, section IV (on file).

VIII-1. Program Support Components-Management Modifications

A. Monitoring Objectives and Key Questions

The primary monitoring objective is to determine if Boston Public Schools has implemented a distinctive management structure for vocational and occupational education as specified in the Unified Plan.

What action has been taken by Boston Public Schools to institute and implement this action.

B. Methodology

Boston Public Schools was requested to submit a plan of action including specific timelines for instituting and implementing the management structure for vocational and occupational education in the Boston Public Schools as specified in the Unified Plan.

C. Findings

Status of Compliance

•Previous Reporting Period:
___full compliance ___partial compliance _X_non-compliance

•Current Reporting Period:
___full compliance _X_partial compliance ___non-compliance

The previous report to the court indicated that Boston Public Schools was not in compliance with the court order for not instituting a distinctive management structure which accounts for an effective vocational and occupational education delivery system as specified in the Unified Plan. To date, no plan for the implementation of the management structure has been submitted. In addition, the following required areas are not managed systematically within the existing structure: (1) fiscal control for all units and programs; assist in improving systems management, district-by-district, to insure fiscal responsibility; (2) evaluation of outreach efforts involving in-system staff, student, parents and business/industry and; (3) annual systemwide program activity and accountability report. Boston has indicated that with the possible adaptation of a long-range plan for the school system in the near future, a redefined management structure may emerge.

D. Recommendations/Commendations

If the organizational and management structure as specified in the Unified Plan is not programmatically and financially desirable, Boston Public Schools must file a motion with the court to modify the existing order.

E. Documentation

Appendix VIII-1 - Organizational Chart for Education and Employment.

Boston Public Schools' written response, dated October 3, 1983 to the Unified Plan monitoring instrument (on file).

VIII-2 Program Support Components
Public Information

A. Monitoring Objectives and Key Questions

The primary monitoring objective is to examine steps taken by Boston Public Schools to institute and implement a systematic, aggressive and pervasive public information system for vocational/occupational education.

> What action has been taken to appoint a full-time experienced public information officer to implement this system?

B. Methodology

The monitoring activity was conducted by reviewing the implementation of Boston's Public Information Key Results Action Plan and Boston's response to the Unified Plan monitoring instrument.

C. Findings

Status of Compliance

- Previous Reporting Period:
  ___full compliance _X_ partial compliance ___non-compliance

- Current Reporting Period:
  __full compliance _X_ partial compliance ___non-compliance

The previous report to the court pointed out that the public information segment of the Unified Plan was not being fully implemented. The report further stressed the necessity to appoint a full-time experienced public information officer to coordinate an aggressive and persuasive campaign. This recommendation has not been acted upon.

It is acknowledged that Boston has undertaken a variety of activities to implement marketing and information strategies, although those efforts have not encompassed the scope, impact and thrust of the public information system described in the Unified Plan.

D. Recommendation/Commendations

If the Boston Public Schools has initiated some other viable means of implementing and achieving the goals of this segment of the Unified Plan, a motion must be filed with the court to modify the existing order.

E. Documentation

Boston Public Schools' October 3, 1983 response to the Unified Plan Monitoring Instrument, page 6, section vd (on file).

VIII-3&4 Program Support Component Professional and Inservice Development

A. Monitoring Objectives and Key Questions

The primary objective is to determine what action Boston Public Schools has taken to develop and implement Equal Educational Opportunity and Bilingual Vocational Education inservice training for all vocational/occupational instructors.

Has a training plan been developed to address this need?

B. Methodology

Boston Public Schools was requested to submit a comprehensive staff development plan to achieve the goal of providing inservice training in provisions for Equal Educational Opportunity and bilingual vocational/education to instructors systemwide.

C. Findings

Status of Compliance

- Previous Reporting Period:
  ___full compliance _X_partial compliance ___non-compliance
- Current Reporting Period:
  ___full compliance _X_partial compliance ___non-compliance

The previous report to the courts indicated that staff development training programs which are geared to equal educational opportunity, special needs instruction and bilingual vocational education have been conducted at the Humphrey Occupational Resource Center. It was also evident that those training provisions did not included all vocational/occupational instructors throughout the system.

A comprehensive staff development plan to address this concern was requested of Boston. That plan has not been submitted pending contract negotiations between the Boston School Committee and the Boston Teachers' Union. In the absence of a proposed plan, it cannot be determined how Boston intends to address this concern.

D. Recommendations/Commendations

Pending negotiations, a comprehensive proposed training plan should be developed to address these concerns. Once the staff development procedures are consumated, the plan can be implemented.

E. Documentation

Boston Public Schools' October 3, 1983 written response to the Unified Plan monitoring instrument, page 3, section 111a (on file).

VIII-5,6,7 Program Support Components Industry/Agency/Community Involvement

A. Monitoring Objectives and Key Questions

The monitoring objective is to determine if the composition of the Advisory Council for Career Vocational and Occupational Education (ACCVOE) is representative of all target groups specified by the Unified Plan.

> What steps have been taken by Boston to modify the composition of the council to comply with requirements of the Plan?

B. Methodology

The methodology included a review of the roster of the current membership of the ACCVOE (Blank D-1).

C. Findings

Status of Compliance

- Previous Reporting Period:
  ___full compliance _X partial compliance ___non-compliance
- Current Reporting Period
  _X full compliance ___partial compliance ___non-compliance

The previous report to the court indicated that the Advisory Council for Career, Vocational and Occupational Education has been convened as required by Chapter 74 Regulations and the Unified Plan. The one area of non-compliance related to the composition of the council as lacking one third (1/3) Black membership and parent, student and special education representatives. A review of the data obtained from Boston indicates that action has been taken to achieve full compliance in this area. The current composition of the ACCVOE includes all target groups and representatives specified in the Plan. The minutes of the most recent meeting of the ACCVOE, October 25, 1983, suggest that this council provides meaningful and effective input into the improvement of vocational education in the City of Boston (see Appendix VIII-5,6,7(a)).

D. Recommendations/Commendations

Boston is to be commended for the steps that have been taken to comply with this provision of the Unified Plan and to ensure that the ACCVOE continues to evolve as an active and effective council to assist in the development and delivery of quality vocational/occupational education in the City of Boston.

E. Documentation

Appendix VIII-5,6,7(a) AACVOE minutes, October 25, 1983.

Blank D-1, membership roster of Advisory Council for Career, Vocational and Occupational Education (on file).

VIII-8 Program Support Components Curriculum Acquisition/Revision

A. Monitoring Objectives and Key Questions

The primary monitoring objective is to review Boston Public Schools' efforts in the development of a full-scale Personalized Competency-Based Vocational Curriculum for all programs at the Humphrey Occupational Resource Center and other schools.

What is the status of curriculum development and revision for all vocational and occupational programs?

B. Methodology

Boston Public Schools was requested to submit a plan of action, including specific implementational timelines, for completing the development and revision of Personalized Competency-Based Vocational Curriculum for all vocational and occupational programs.

C. Findings

Status of Compliance

•Previous Reporting Period:
___full compliance _X_partial compliance ___non-compliance

•Current Reporting Period:
___full compliance X__partial compliance ___non-compliance

The previous report to the court indicated that Boston Public Schools has engaged in efforts toward the development of a full-scale Personalized Competency-Based Vocational Curriculum for all programs at the Humphrey Occupational Resource Center and selected programs at other schools.

At the Humphrey Occupational Resource Center, a significant increase of curricular production during the 1982-1983 school year has been noted (see Appendix VIII-8 (b) for production schedule). The completion of all program curricula is targeted for the end of June 1984. The production of curriculum has been stalled, however, due to a Boston Teachers' Union on-going grievance against curriculum development by teachers during regular working hours.

Other curricular updating efforts include Industrial Arts (electronics and graphics), Business Education (word processing, electronic office, keyboard improvement and accounting, Health Exploratory (at Dorchester High) and adaptation of bilingual materials.

Boston Public Schools has submitted to the Division of Occupational Education a comprehensive plan to complete the development/revision of Personalized Competency-Based Vocational Curricula for all vocational/occupational programs (see Appendix VIII-8 (b)).

D. Recommendations/Commendations

It is commendable that Boston Public Schools has engaged in a series of curriculum improvement activities. These efforts must be expanded and directed toward completing the development/revision of curricula for all vocational/occupational programs as outlined in the attached Plan.

E. Documentation

Appendix VIII-8 (a) - Humphrey Occupational Resource Center Learning Guide Production, 1982-1983.

Appendix VIII-8 (b) - Curriculum Development/Revision Action Plan.

Boston's written response dated October 3, 1983, to the Unified Plan monitoring instrument (on file).

VIII-9 Comprehensive Job Development and Placement

A. Monitoring Objectives and Key Questions

The major objective is to determine whether a comprehensive and responsive citywide job development and placement component based upon current manpower demands, system capabilities and student capability/interest is in place.

What action has been taken to implement this system?

B. Methodology

Boston was requested to submit a progress report on the implementation of a centralized citywide job development and placement system. An analysis was made of current placement statistics contained in Boston's June 1983 Chapter 74 Completer/Leaver Report. Other reviewed materials included Boston Compact planning documents, individual school Compact Plans collected during on-site visits (see Appendix II-2), and Boston Public Schools' Key Results Action Plan for citywide placement (see Appendix VIII-9(a)).

C. Findings

Status of Compliance

- Previous Reporting Period:
  ___full compliance _X_partial compliance ___non-compliance
- Current Reporting Period:
  ___full compliance _X_partial compliance ___non-compliance

The Unified Plan requires Boston to develop the capacity to: 1) Design employability plans (student's personal curriculum), 2) Establish counseling teams, 3) Plan job development, 4) Accomplish job placement and 5) Keep a statistical follow-up (maximum of 3 years).

The last report to the court indicated that a comprehensive system was in place for students who attend skills training programs at the Hubert H. Humphrey Occupational Resource Center. However, this system was not in place citywide.

Most citywide district high schools provide some degree of career education, job preparation and job placement for their students. Activities include the placement of 1,182 students in summer jobs through P.I.C. (Private Industry Council), active trilateral business partnerships, implementation of the Career Passport Program (resume and interview preparation) in some high schools, and other individual school projects. This school year, all high schools were required to create school work teams to develop and implement individual school Boston Compact Plans to meet established goals, some of which include job development and placement.

School work teams consist primarily of department heads, teachers, guidance counselors, development officers, and in some cases, the newly retitled Career Preparation Department Head. Most high schools have finalized those plans and have begun implementation (see Appendix VIII-9(b)-Compact Activities Chart). One of the more immediate objectives for all of the high schools is the preparation of individual student profiles for all seniors. The Distributive Marketing Cluster had the largest number of program completers for fiscal years '82 and '83. The Completer/Leaver Report indicated that the employment status is unknown for 49% of all secondary program completers for fiscal year '82. The report, however, indicated that the employment status is known for 100% of all secondary program completers in fiscal year '81 as well as post secondary completers in fiscal years '81 and '82.

The seven program areas showing the highest number of secondary completers were as follows:

	1981-82	1982-83
Distributive Education	122	133
Automotive	45	47
Architectural Wood	24	30
Electricity	21	27
Electronics	9	21
Printing	13	24
Machine	43	21
	277	303

Total number of secondary completers for fiscal year '81-'82 was 436 and 477 for fiscal year '82-83. The Completer/Leaver Report does not include Business Program Completers.

D. Commendations/Recommendations

The full implementation of Boston Compact goals relating to job development and placement will fulfill the requirements of those areas, as specified by the Unified Plan. Student employability plans are being designed and implemented this school year through student profile. Counseling teams are in place in some schools. The Boston Compact school plans do not address student follow-up. The only existing instrument that provides some follow-up data for vocational students is the Completer/Leaver Report, which does not report the status of all program completers, i.e.: business students. It also does not include students who are still enrolled, but working part-time. Boston indicated in their Action Plan (see Appendix VIII-9(a) that a citywide work experience coordinator would be hired by April 8, 1983. Documentation has not been received to indicate that this has happened. Such an individual should be hired to oversee the comprehensive citywide system as well as to institute an adequate student follow-up component.

E. **Documentation**

Appendix II-2 High School Chart

Appendix VIII-9(a) - Boston Action Plan on Citywide Placements (2/1/83)

Appendix VIII-9(b) - Compact Activities Chart

(Materials on Boston Compact (on file))

APPENDICES

Vocational/Occupational Education Programs With Disproportionate Enrollments

Boston Public Schools

(Based on March 1983 Data)

Middle Schools	Program Title	Cluster	District	Compliance* Index Blacks	Compliance Index Whites	Compliance Index Other Min.
Lewis	Woodworking	Industry Related	2		130.52	
Theodore Roosevelt	Woodworking	Industry Related	2		60.95	
Mary Curley	Woodworking	Industry Related	2		41.12	
	Drafting	Industry Related	2		51.16	
Robert G. Shaw	Industrial Arts	Industry Related	3	135.33	43.52	
	Consumer/Home	Food/Home/Services/Health	3	144.03	54.68	
Solomon Lewenberg	Industrial Arts	Industry Related	3		57.98	
	Consumer/Home	Food/Home/Services/Health	3		52.91	
Frank W. Thompson	Industrial Arts	Industry Related	4		57.24	
	Consumer/Home	Food/Home/Services/Health	4		36.31	
Woodrow Wilson	Graphic Arts	Industry Related	5		64.93	
	Metal	Industry Related	5		76.53	

*Indicies indicate extent of compliance with Court-ordered ratios. The formula is: (actual enrollment of racial/ethnic category) ÷ (Court-approved ratio). An index of 100 indicates perfect compliance. Indicies over 100 indicate that the racial-ethnic category in question is overenrolled. Indicies below 100 indicate that the racial-ethnic category in question is underenrolled. For district programs, indicies below 75 and above 125 indicate that the program is out of compliance. On this chart, only those indicies indicating serious non-compliance are listed.

Middle Schools	Program Title	Cluster	District	Compliance Index Blacks	Compliance Index Whites	Compliance Index Other Min.
Woodrow Wilson	Clothing	Food/Home/Services/Health	5		64.24	
Grover Cleveland	Metal	Industry Related	5		70.53	
	Electricity	Industry Related	5		57.78	
	Woodworking	Industry Related	5		69.33	
John McCormack	Metals	Industry Related	6	70.37		
	Consumer/Home	Food/Home/Services/Health	6	60.74		
Patrick F. Gavin	Comsumer/Home	Food/Home/Services/Health	6	161.76		
Dearborn	Industrial Arts	Industry Related	6	184.26	56.39	
	Consumer/Home	Food/Home/Services/Health	6	184.26	56.39	
Clarence Edwards	Metals	Industry Related	7	68.02		
	Woodworking	Industry Related	7	67.82		
	Foods	Food/Home/Services/Health	7	65.51		
James P. Timilty	Industrial Arts	Industry Related	7	136.72	67.81	
	Consumer/Home	Food/Home/Services/Health	7	142.34		
Joseph H. Barnes	Consumer/Home	Food/Home/Services/Health	8	203.04		
Martin L. King	Industrial Arts	Industry Related	9		68.61	
	Consumer/Home	Food/Home/Services/Health	9		68.61	
Jackson Mann	Marketing	Distributive/Marketing Ed.	9		59.52	
High Schools						
Brighton	Marketing	Distribution/Marketing	1	161.29	178.57	0.00

High Schools	Program Title	Cluster	District	Compliance Index Blacks	Compliance Index Whites	Compliance Index Other Min.
Brighton	Automotive	Industry Related	1			34.87
Jamaica Plain	Business Ed.	Business/Office Education	2		64.77	
	Marketing	Distribution/Marketing	2			30.30
West Roxbury	Drafting	Industry Related	3			10.51
	Agri-Business	Food/Home/Services/Health	3		124.06	66.47
	Consumer/Home	Food/Home/Services/Health	3	164.21	37.54	
Hyde Park	Machine Coop	Industry Related	4	82.22	183.83	5.97
	Business Ed.	Business/Office Education	4		55.96	
	Sp Nds Ind Arts	Industry Related	4		241.93	416.66
Jeremiah E. Burke	Consumer/Home	Food/Home/Services/Health	5	136.11	14.54	
	Business Ed.	Business/Office Education	5	133.43	10.90	
	Marketing	Distributive/Marketing Ed.	5	134.53	32.01	
Dorchester	Woodworking	Industry Related	5	61.95	233.60	
	Sp Needs Bldg	Industry Related	5	149.25	0.00	
	Consumer/Home	Food/Home/Services/Health	5		27.05	
	Bldg & Grounds	Industry Related	5		64.93	
	Business Ed	Business/Office Education	5		37.04	
	Marketing	Distributive/Marketing Ed.	5	138.05	0.00	
South Boston	Consumer/Home	Food/Home/Services/Health	6		36.94	
Charlestown	Industrial Arts	Industry Related	7		62.11	

High Schools	Program Titles	Cluster	District	Compliance Index Blacks	Compliance Index Whites	Compliance Index Other Min.
Charlestown	Marketing	Distributive/Marketing Ed.	7	163.52		
East Boston	Consumer/Home	Food/Home/Services/Health	8	699.30		
English	Industrial Arts	Industry Related	9		53.76	
	Consumer/Home	Food/Home/Services/Health	9	164.86	31.59	34.01
	Business Education	Business/Office Education	9	117.32	78.99	44.96
	Marketing	Distributive/Marketing Ed.	9	69.57	145.68	53.76
Madison Park	Business Education	Business/Office Education	9		48.98	32.89
	Marketing	Distributive/Marketing Ed.	9	145.09	45.16	66.66
	Consumer/Home	Food/Home/Services/Health	9	123.11	52.51	116.27
Jackson Mann	Industrial Arts	Industry Related	9		0.00	
	Marketing	Distributive/Marketing Ed.	9	60.33		

SUMMARY OF ON-SITE VISITS TO HIGH SCHOOLS WITH DISPROPORTIONATE PROGRAM ENROLLMENTS

APPENDIX I-2 Chart a.

DIS-TRICT	SCHOOL VISITED	PROGRAMS CITED FOR DISPROPORT. ENROLL. (MARCH, 1983)	ASSIGN. BY D.I.	ASSIGNS./TRANSFERS TO PROGRAMS AUTHORIZED BY SCHOOL PERSONNEL			RESPONSIBLE STAFF IS AWARE PROGRAMS SHOULD BE RACIALLY BALANCED	CURRENT STATUS OF PROGRAMS IS BALANCED? **				SCHOOL IS RACIALLY BALANCED	
								RACE		SEX			
				GUID.	HEAD-MASTER PRINCIPAL	OTHER SCHOOL STAFF		YES	NO	YES	NO	YES	NO
II	Jamaica Plain	Marketing	-	(Program closed FY 1983-1984)				-	-	-	-	-	-
		Business Ed.		x	x		x	x		x			x
III	W. Roxbury	Agri-business	x				x	x		x			
		Cons./Home	-	(Program closed FY 1983-1984)				-	-	-	-	x	
		Drafting	-	x	-	-	x		x		x	-	-
IV	Hyde Park	Machine Coop.	x	-	-	-	x		x	x		-	-
		Business Ed.	-	x	-	x	x		x	x		x	
V	Dorchester	Woodworking	-	x	x	-	-	*	*	*	*	-	-
		Sp. Nds Bldg M Bldgs & Grnds	-	x	-	x	x		x	*	*	-	-
		Cons./Home	-	x	x	-	x		x	*	*	x	
		Business Ed.	-	x	x	-	-		x		x	-	-
		Marketing	-	x	x	-	x		x	*	*	-	-
V	Burke	Cons./Home	-	-	x	x	x	*	*	*	*	*	-
		Business Ed.	-	-	x	x		*	*	*	*	*	x
		Marketing	-	-	x	x	-	*	*	*	*	*	-
VI	South Boston	Cons./Home	-	-	x	-	x		x		x		x
IX	Madison Park	Business Ed.	-	x	-	-	x		x		x		-
		Marketing	-	x	-	-	x		x	x		x	-
		Cons./Home	-	x	-	-	x		x	x		-	-
IX	English	Business E.	-	x	-	-	x	*	*	*	*	*	-
		Cons./Home	-	x	-	-	x		x		x		x
		Ind. Arts	-	x	-	-	-	*	*	*	*	-	-
		Marketing	-	(Program closed FY 1983-1984)				-	-	-	-	-	-

*Data not available

**Racially Balanced-Indicates that enrollments in vocational/occupational programs are within the range of permissible variation established and approved by the court for each of the racial categories (black, white and other minority).

Balanced by Sex---Those programs in which students of one sex represent at least 35% of the enrollment of that program.

SUMMARY OF ON-SITE VISITS TO MIDDLE SCHOOLS WITH DISPROPORTIONATE PROGRAM ENROLLMENTS

DISTRICT	SCHOOL VISITED	PROGRAMS CITED FOR DISPROPORT. ENROLL. (MARCH, 1983)	ASSIGNS./TRANSFERS TO PROGRAMS AUTHORIZED BY SCHOOL PERSONNEL			RESPONSIBLE STAFF IS AWARE PROGRAMS SHOULD BE* RACIALLY BALANCED	SCHOOL IS RACIALLY BALANCED		REMARKS
			GUID.	HEADMASTER PRINCIPAL	OTHER SCHOOL STAFF		YES	NO	
II	Lewis	Woodworking	x	x	x	x		x	Students selected by instructor based on interest and selected by lottery.
III	Lewenberg	Ind. Arts Cons./Home		x		x		x	
III	Shaw	Ind. Arts Cons./Home	x	x		x		x	Students assigned alphabetically by guidance
IV	Thompson	Ind. Arts Cons./Home	x	x		x		x	Students placed by guidance - random selection.
V	Cleveland	Metals Electricity			x	x		x	Racial ratios are not considered when placing students.
V	Wilson	Graphic Arts Clothing Metals		x	(Registrar) x x x	x		x	Space problems are resolved by shop teacher & homeroom teacher.
VI	Dearborn	Ind. Arts Cons./Home		x		x		x	Students are randomly selected for programs.
VII	Timilty	Ind. Arts Cons./Home	x			x	x		Racial ratios are not considered when students are placed/assigned.

*Racially balanced indicates that enrollments in vocational/occupational programs are within the range of permissible variation established and approved by the court for each of the racial categories (Black, White and other minority).

SITE VISIT PROGRAM SUMMARIES

MIDDLE SCHOOL CAREER EDUCATION AND EXPLORATORY PROGRAMS

Date: 11/8/1983

Prepared by: Therese Alston

Site Visits (Comparison of FY84 to FY 83 # Staff) FY 84

Per Schedule Site-DIST/SCHOOL Visit	TOTAL ENROLLMENT	83 BUSINESS	84	83 INDUSTRY/TE	84	83 HOME EC./	84	# Computers COMPUTER LIT.	#Career Ed. Staff	Proj Bus
II Curley	683	No	No	Yes 4	Yes 4	Yes 2	Yes 2	Yes 12	Yes 1 1	No
II Lewis	226	No	No	Yes 2	Yes 2	Yes*1 1	Yes 1	Yes 8	Yes 2	No
II Roosevelt	291	No	No	Yes 1	Yes 1	Yes 1	Yes 1	Yes 8	Yes 1	Yes
III Irving	675	No	No	Yes 3	Yes 3	Yes 1	Yes 1	Yes 14	Yes 1	Yes
III Lewenberg	384	No	No	Yes 1	Yes 1	Yes 1	Yes 1	Yes 8	Yes 2	Yes
I Edison	557	No	Typing Yes	Yes 2	Yes 2	Yes 1	Yes 1	No 0	Yes 2	Yes
IV Rogers	599	No	No	Yes 2	Yes 2	Yes 2	Yes 2	Yes 15 New	Yes 1	Yes
IV Thompson	436	No	No	Yes 2	Yes 2	Yes 2	Yes 2	Yes 2 New	Yes 3	Yes
V Wilson	689	No	No	Yes 3	Yes 4	Yes 3	Yes 4	Yes 15	Yes 1	No
V Cleveland	1071	No	No	Yes 4	Yes 4	Yes 2	Yes 3	Yes 10 **	No 0	Yes
VI McCormack	577	No	No	Yes 4	Yes 4	Yes 1	Yes 1	Yes 14	No 0	No
VI Dearborn	387	No	No	Yes 2	Yes 2	Yes 1	Yes 1	No 0	Yes 1	Yes
VII Edwards	506	No	No	Yes 3	Yes 3	Yes 2	Yes 2	Yes 20	Yes 1	No
VIII Cheverus	124	No	No	No 0	No 0	Yes ½	Yes 1	0 ***	Yes 1	No

* - equipment (stoves, sinks, refrig) not installed. Room still undergoing repairs as of 10/17/83

** - 10 computers purchased but room is not wired as of 10/19/83

***- the Cheverus plans to receive 3 apple II's soon

APPENDIX II-1

SITE VISIT PROGRAM SUMMARIES

HIGH SCHOOL EMPLOYABILITY/EXPLORATORY INDEX

Date November 9, 1983

Prepared by: Therese Alston

SITE VISITS (Comparison of FY84 to FY83) FY 84 (ORC EXPLOR/EMPLOYABILITY)

DIST/SCHOOL	TOTAL ENROLLMENT	BUSINESS		MARKET/DE		HOME REL/		INSCHOOL EXPL		BOSTON COMPACT		ORC Expl.	Employability Clusters				
		83	84	83	84	83	84	83	84	Partner	Status		Bus	DE	Home	Other	Total
I Brighton High	1224	yes	yes	yes	yes	no	yes	no IA	yes	Honeywell PIC	*	51	16	9	18	112	206
II Jamaica Plain	1014	yes	yes	yes	no	no	no	yes	yes	Boston Gas PIC	* &	56	16	6	10	91	179
III West Roxbury	1286	yes	yes	no	no	no	no	yes	yes	Bank of N.E.	* &	19	18	6	7	79	129
IV Hyde Park	1065	yes	yes	no	no	no	no	no IA	yes	1st Nat'l PIC	*	35	17	5	19	86	162
V J.E. Burke	705	yes	yes	yes	yes	no	no	no IA	yes	N.E. Life PIC	*	14	13	3	13	75	118
V Dorchester	[illegible]6	yes	yes	yes	yes	no	yes	No IA	No IA	N.E.Telephone PIC	* &	24	17	8	30	125	204
VI South Boston	943	yes	yes	no	no	no	yes	yes	yes	Federal Reserve-Gillete	* &	49	14	1	16	119	199
VIII E. Boston	1050	yes	yes	no	no	no	no	No IA	No home	Massport	* &	19	4	6	0	45	74
IX English	1832	yes	yes	yes	no	yes	yes	No IA	yes	J.Hancock PIC		37	46	5	50	192	330
IX Madison Park	2103	yes	yes	yes	yes	yes	yes	yes	yes	MP Collab PIC	&	205	92	25	84	201	769

key:

ORC Special Needs students are included in category "Other" as well as regular Industry related students

* - Active career ed/job placement staff and partnership

& - Copy of Compact Agreement is on file

PIC - Private Industry Council Counselor on staff

LEGEND

x = indicate yes
- = indicate no

SUMMARY OF ON-SITE VISIT QUESTIONNAIRE

	HIGH SCHOOLS					MIDDLE SCHOOLS				
	HHORC	E. BOSTON	S. BOSTON	BRIGHTON	ENGLISH	McCORMACK	IRVING	ROOSEVELT	CURLEY	
1. Are there written procedures to encourage limited English proficient students to enroll in Occupational Vocational Education Programs?	x	-	x	x	x	-	-	-	-	-
oletters in native language to parents	x	-	x	x	x	-	-	-	-	-
2. Are limited English proficient students provided instruction in native language?	x	-	x	-	-	-	-	-	-	-
oguidance services in native language	x	x	-	x	x	x	x	x	x	x
ovocational/occupational education in native language	x	-	-	-	-	-	-	-	-	-
3. Number of limited English proficient students enrolled in the specified school	421	95	92	158	15	68	101	49	125	15
4. Materials are used in the following languages	x	-	-	-	-	-	-	-	-	-
5. Does coordiantion exist between the vocational/occupational education teachers and the bilingual teachers?	x	-	-	-	-	-	-	-	x	-
6. Does coordination exist between the vocational occupational education teachers and the ESL teachers?	x	-	-	-	-	-	-	-	-	-
7. Written procedures exist to determine limited English proficient students?	x	x	x	x	x	x	x	x	x	x
8. Are aides used in the vocational occupational classes to help the limited English proficient students?	x	-	-	-	-	-	-	-	-	-

Bilingual Vocational Instructors
Humphrey Occupational Resource Center
1983 - 1984

Instructor	Native Language(s)	Program
Kenneoi Chin	Chinese	Data Processing
Violeta Gonzalez	Spanish	Data Processing
Ramon Suarez	Spanish	Data Processing
Corina Murphy	Spanish	Cosmetology
Carlos Bartels	Spanish	Carpentry
Julio Delgardo	Spanish	Plumbing
John Oliveria	Cape Verdean Portuguese	Electricity
Shirley Daly Carr	Spanish	Health Aide
Maria Paz Lewis	Spanish	Medical Terminology
Lernardo Comarzo	Spanish	Electronics
Alvaro Comarzo	Spanish	Autobody
Cesar Coloma	Spanish	Electronics
Leonardo Arruda	Cape Verdean	Auto Mechanics
Viriato Pereira	Cape Verdean	Auto Mechanics
Loray Pollinger	Spanish	Auto Mechanics
Efren Hidalgo	Spanish	Special Needs Assessment Project (SNAP)
Marta Kaufman	Spanish	SNAP

Appendix IV-3

Bilingual Aides

Humphrey Occupational Resource Center

1983 - 1984

Aide	Native Language(s)
Eddie Luis Ocasis	Spanish
Samuel Maldonado	Spanish
Esmin Rodney	Spanish
John Iran	Vietnamese Chinese French

Appendix IV-3

Appendix IV-4

AVAILABLE NATIVE LANGUAGE CURRICULAR MATERIALS VOCATIONAL/OCCUPATIONAL EDUCATION

LANGUAGE	Cape Verdean		Portuguese		Haitian		Cambodian		Laotian		Vietnamese		Chinese		Italian -		Greek		Spanish		Czechoslavakian		Other (specify)			
PROGRAM	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N
Food Service									X										X							
Retailing, Marketing and Management																										
Cabinetmaking																			X							
Carpentry							X		X										X							
Plumbing									X										X							
Building Maintenance and Repair																										
Autobody Repair Laboratory											X								X							
Machine Laboratory																			X							
Sheet Metal Laboratory																			X							
Welding Laboratory																			X							
Advanced Office and Management											X								X							
Legal Office Procedures																			X							
Medical Office Assistant																			X							
Word Processing																			X							
Banking																										
Child Care																										
Cosmetology																			X							
Fashion/Interior Design																										
Hotel Hospitality																			X							
Data Processing																			X							
Health Aide									X										X							
Health Laboratory Skills																			X							
Medical Office Assistant-Clinical																			X							
Nursing Assistant									X										X							
Electrical Technology										X									X							
Electronics Technology																										
Heating. Air Conditioning, Refrigeration																			X							
Commercial Design		X																	X							
Fashion Illustration																										
Machine Drafting		X																	X							

LANGUAGE PROGRAM	Cape Verdean		Portuguese		Haitian		Cambodian		Laotian		Vietnamese		Chinese		Italian		Greek		Spanish		Czechoslavaki		Other (Spe	
	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N
Photographic Technology																								
Printing																								
Television Production																								
Automotive/Truck Repair																								
Marine and Small Engine Repair																								

Bilingual Programs – Citywide

PAGE 1 of 5

PROGRAMS	LOCATIONS																													LANGUAGE									
	HHORC	Brighton H. S.	Edison	Taft	Jamaica Plain	Theo. Roosevelt	Curley	W Roxbury	Irving	Lewenburg	Dorchester H. S.	Cleveland	McCormack	Dearborn	South Boston	Edwards	Timilty	Charlestown H. S.	Barnes	East Boston	Madison Pk	Umana	English High	King	Mackey	McKinley	Boston High	Boston Tech	Gavin	TOTAL	Greek	Spanish	Cape Verdean	Chinese	French	Vietnamese	Cambodian	Portuguese	Laotian	Italian
Food Service	12		13	4	6		25				8	11			24		11	5								1				120		99	1	6		7	7			
Retail	1																													1		1								
Cabinetmaking	3																													3		3								
Carpentry	7																													7		4	2	1						
Plumbing	6																													6		1	1		3		1			
Bldg Main.	7																													7		7								
Autobody	16																													16		11			2					3
Machine Lab	5																													5		1	2	1	1					
Sheet Metal	2																													2		1				1				
Welding	6																													6		3			1	1	1			
Adv Off Proced	6																													6		1	2	1	2					
Legal Off Asst	4																													4		2	2							
Med Off Asst	5																													5		4		1						
Word Process	8																													8		5	3							
Banking	4																													4		1	2			1				
Child Care	10				6																7		15							38		16	9		13					
Cosmetology	15																													15		7	5		2		1			
Fashion/Int Des	6																													6		4	2							
Hotel	5																													5		3	1		1					

Bilingual Programs – Citywide

PROGRAMS	LOCATIONS																													LANGUAGE									
	HHORC	Brighton H. S.	Edison	Taft	Jamaica Plain	Theo. Roosevelt	Curley	W Roxbury	Irving	Lewenburg	Dorchester H. S.	Cleveland	McCormack	Dearborn	South Boston	Edwards	Timilty	Charlestown H. S.	Barnes	East Boston	Madison Pk	Umana	English High	King	Mackey	McKinley	Boston High	Boston Tech	Gavin	TOTAL	Greek	Spanish	Cape Verdean	Chinese	French	Vietnamese	Cambodian	Portuguese	Laotian	Italian
Typing		82			13			30			13							16		13	4		11				8			[illegible]	17	34	10	16	11	41			3	[illegible]
Typing DP		21									16									13										[illegible]		27				10				3
Acct W P		10																												10		5				5				
Acct Record		23																												23		12				11				
Typing Short		7									10				4															21		17					4			
Graphic Arts			85				20																							[illegible]		55				50				
General C O																														X										
Wood /Metal					11							11										12								[illegible]		22		12						
Office Proc					8			19										7		19							12			[illegible]	19	20		7		2				12
Gen Business					33										31			8									31			93		63	1	9	2		16			
Woodworking							30				10	18																		[illegible]	2	43		2	1					
Acct Book								5																						5	5									
Typing Ec Geo																														X										
Merch Gen Bus								5																						5	5									
Wood Graphics							12																							17		17								
Architec Wood																														X										
Typing Civil Ser																														X										
Record Keeping																		14		13										[illegible]		4	8			3				12
Bookkeeping Bus																		10												10		2		8						

PROGRAMS	MHORC	Brighton H. S.	Edison	Taft	Jamaica Plain	Theo. Roosevelt	Curley	W Roxbury	Irving	Lewenburg	Dorchester H. S.	Cleveland	McCormack	Dearborn	South Boston	Edwards	Timilty	Charlestown H. S.	Barnes	East Boston	Madison Pk	Umana	English High	King	Mackey	McKinley	Boston High	Boston Tech	Gavin
Data Proc	13																												
Dental Assis	2																												
Health Aide	5																												
Med Off C	19																												
Nursing Assis	13																												
Electricity	17																												
Electronics	30																												
Heating/A C	2																												
Comm Design	5																												
Fashion Illus	0																												
Drafting	7											9																	
Photog	4																												
Printing	10																												
TV Prod	6																												
Auto/Truck	31	2																											
Machine/Sm Eng	7																												
SNAP	8																												
Exploratory	107																												
Gen Clothing		3	15	10		9	35		31		6						54							19					

PROGRAMS	TOTAL	Greek	Spanish	Cape Verdean	Chinese	French	Vietnamese	Cambodian	Portuguese	Laotian	Italian
Data Proc	15		10	3	1			1			
Dental Assis	2			2							
Health Aide	5		4				1				
Med Off C	14		10	4		3	1	1			
Nursing Assis	13		8	1		1	1				
Electricity	17		7	7	1	1		1			
Electronics	36		16	5	2	5	1	1			
Heating/A C	2		1		1						
Comm Design	2		2	1			2				
Fashion Illus	0										
Drafting	16		12				4				
Photog	4		4								
Printing	10		4	2		2		1		1	
TV Prod	6		3	3							
Auto/Truck	33		19	2	5	2	3		1		1
Machine/Sm Eng	7		5				2				
SNAP	8		8								
Exploratory	67		72	33	2				2		2
Gen Clothing	177		66	1	5	3	33	32		7	

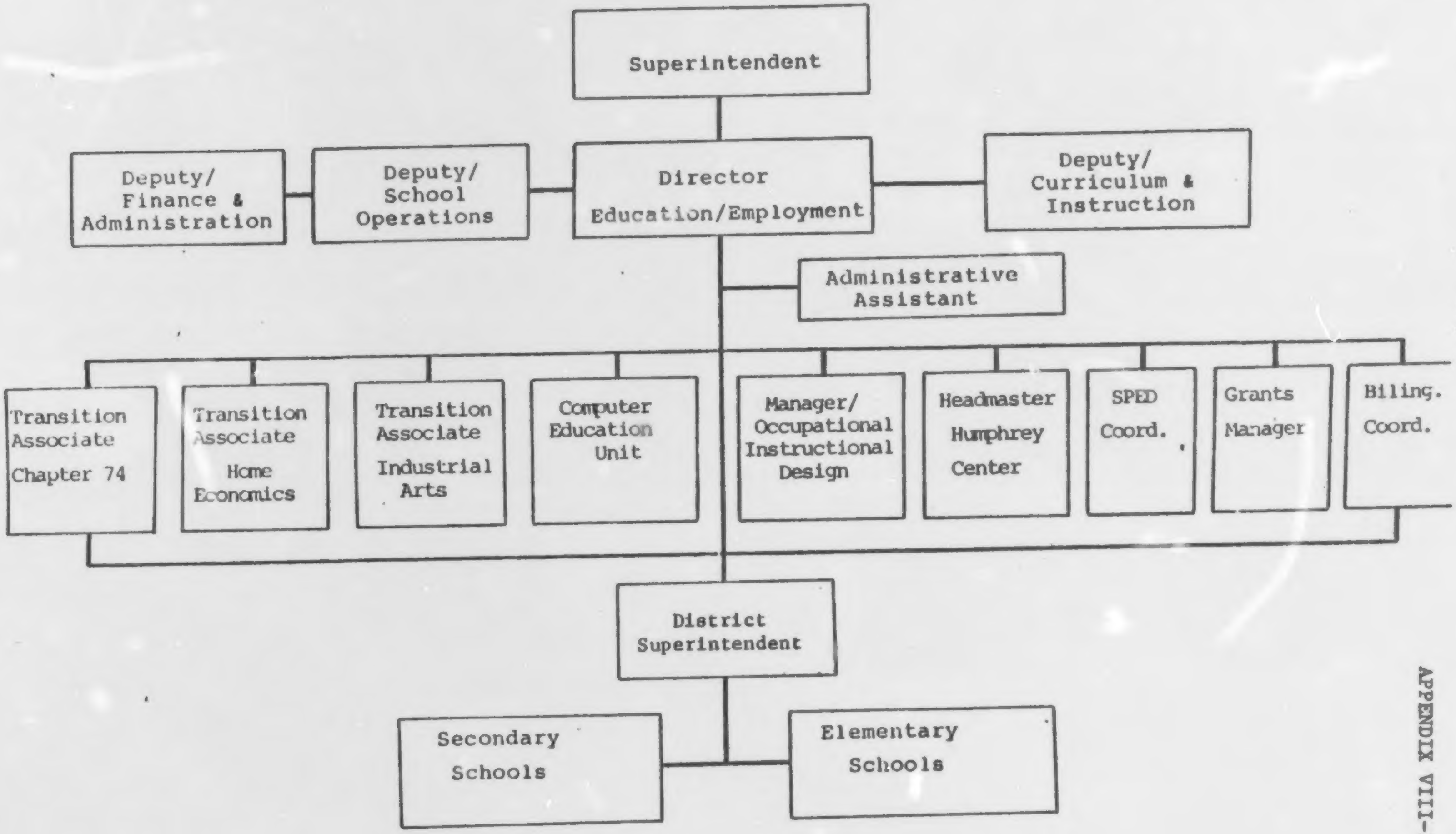
Bilingual Programs – Citywide

PROGRAMS	LOCATIONS																													LANGUAGE									
	HHORC	Brighton H. S.	Edison	Taft	Jamaica Plain	Theo. Roosevelt	Curley	W Roxbury	Irving	Lewenburg	Dorchester H. S.	Cleveland	McCormack	Dearborn	South Boston	Edwards	Timilty	Charlestown H. S.	Barnes	East Boston	Madison Pk	Umana	English High	King	Mackey	McKinley	Boston High	Boston Tech	Gavin	TOTAL	Greek	Spanish	Cape Verdean	Chinese	French	Vietnamese	Cambodian	Portuguese	Laotian	Italian
Gen Merchand																																								
Gen Home Ec		3		7		17	18		39				35	38	19	68		25	45	7	24	2	84	8	31				5	[illegible]	13	[illegible]	63	25	63	25	21		31	[illegible]
Accounting																				6										6										6
Typing/Law																																								
Bus Lab																																								
Metals																																								
Wood Const																																								
Indust Arts				35	14	20			26	13		15	33	49	24	63	19	32	43		107	17	29	43	37			84	9	[illegible]	15	[illegible]	13	[illegible]	45	42	36	27	12	43
Typing W P																				7	33									[illegible]		6	17							7
Typing, Book																																								
Typing, Comp																				15			13							28					13					[illegible]
Aviation																																								
Shorthand																																								
Mach Trans Sh																																								
Bus Law					1													10		2										13		5		6						7
Legal Med Typ																																								
Calculator																																								
Consumer Ed		7	7	10					5	28				15													12			[illegible]	5	[illegible]	15		46					
Career Ed.			31	36		3						34							15										10	[illegible]		[illegible]				14				5

Bilingual Programs – Citywide

SEX					
Male	Female			TOTALS	LOCATIONS
245	171			416	HHORC
99	59			158	Brighton H. S.
74	77			151	Edison
56	46			102	Taft
43	49			92	Jamaica Plain
27	22			49	Theo. Roosevelt
68	57			125	Curley
27	22			49	W Roxbury
54	47			101	Irving
20	21			41	Lewenburg
27	36			63	Dorchester H. S.
46	52			98	Cleveland
37	31			68	McCormack
47	55			102	Dearborn
43	49			92	South Boston
62	69			131	Edwards
51	38			89	Timilty
64	53			117	Charlestown H. S.
50	53			103	Barnes
44	51			95	East Boston
95	80			175	Madison Pk
20	16			36	Umana
84	68			152	English High
24	45			69	King
39	29			68	Mackey
1				1	McKinley
27	36			63	Boston High
38	41			79	Boston Tech
16	8			24	Gavin
				2910	TOTAL CITYWIDE
				1563	Male (SEX)
				1347	Female (SEX)

EDUCATION/EMPLOYMENT


Superintendent
Deputy/ Finance & Administration
Deputy/ School Operations
Director Education/Employment
Deputy/ Curriculum & Instruction
Administrative Assistant
Transition Associate Chapter 74
Transition Associate Home Economics
Transition Associate Industrial Arts
Computer Education Unit
Manager/ Occupational Instructional Design
Headmaster Humphrey Center
SPED Coord.
Grants Manager
Biling. Coord.
District Superintendent
Secondary Schools
Elementary Schools

APPENDIX VIII-1

ACCVOE MINUTES

The meeting of Tuesday October 25, 1983 was convened at 10:15 a.m. by the chairperson, Jack Fandel. The new members introduced themselves.

Bob Borden gave a report on the recent state advisory meeting he had attended. He spoke about the impending statewide requirements for high school graduates relative to achieving higher standards on academic subjects. He also said that the state will provide us with assistance to get more minorities and females into vocational programs.

Jim Caradonio spoke next. He stated that one of our immediate needs was to run pre-vocational programs for our 9th graders. He said that the new vocational education act will hopefully meet the needs of our students. The Boston P.I.C. provided 1200 jobs for Boston Public School students last summer. This number will be increased next year. He spoke about vocational education month which will be presented next year. This exhibition will be presented in February. It will showcase the specific skills in each school with vocational programs. He also said that technical assistance and materials are available to help correct racial/sexual imbalance in non-traditional occupational areas.

At our next meeting nominations for new officers will be presented. Orientation for new members will be held. It will cover terminology, key results, curriculum and other pertinent information that ACCVOE members will need to know.

ACTION ITEMS

1. Establish a Membership sub-committee.
2. Establish a sub-committee for the celebration of Vocational Education month.
3. Complete election of officers.

Our next meeting will be held on Tuesday, December 13, 1983, 10:00 a.m. - 11:30 a.m. at The Humphrey Center.

Respectfully submitted
Albert J. Conte
Albert J. Conte
Recorder

APPENDIX VIII-8 (a)

HHORC LEARNING GUIDE PRODUCTION

1982-1983

	Prior 3 yrs	LG 1982-83	% Production Increase
Commercial Mall (17-7)	97	119	+271%
Graphics Media (12-9)	51	113	+564%
Metals Fabrication (9-6)	24	51	+538%
Health* (7-6)	93	46	+48%
Electricity/Electronics (12-6)	44	74	+393%
Construction (12-6)	100	76	+130%
Power Mechanics (8-4)	31	29	+190
Business/DP (11-14)	50	154	+805

Average Production Increase of +367%   Total of 662 Learning Guides

*92.2% of all Learning Guides complete

ACTION PLAN

GOAL(S): To complete the development/revision of Personalized, Competency-Based Vocational Curricula for all vocational, occupational programs.

ACTIVITIES		PARTICIPANTS	TIMELINES	COMMENTS
Step I:	a) Research existing regional, national, international curricula; b) Conduct labor market survey.	Malyn-Smith & E/E staff University	Step I: one year	This action plan identifies the steps/activities, participants and timelines involved in completing the development/revision of Personalized, Competency-Based Vocational Curricula for all vocaitonal, occuaptional programs in Boston Public Schools. The status of each program on this continuum is attached.
Step II:	a) Begin staff support activities to acquaint administrative and instructional staff with PCBVE; b) Develop task lists c) Acquire/begin to develop PCBVE curriculum.	Quarles Instructors MDS, Instructors	Step II: one year	
Step III:	a) Continue curriculum development activities, revise task list; b) Continue staff support activities c) Begin field test/evaluation of curriculum.	Instructors/ MDS, Advisory Committee Quarles Instructors/ E/E staff	Step III: one year	
Step IV:	a) Adapt curriculum to meet needs of individual program/current equipment/current labor market needs; revise task list; b) continue staff support c) continue curriculum development.	Instructors/ MDS & E/E staff; Advisory Com. Quarles Instructors	Step IV: one year	
Step V:	a) Implement PCBVE b) Continue staff support c) Revise task list.	Instructors Quarles Advisory Committee	Step V: continuous	
Step VI:	Conduct 5 year evaluation/revision of PCBVE curriculum	Malyn-Smith/ E/E staff	Step VI: one year	

Boston Public Schools reserves the right to amend this Action Plan based upon changes in program offerings, labor market projections and/or equipment modifications.

SY 84	Current Step	Projected Date To Reach Step IV	Next Review Year	Comments
Citywide High School Programs: Home Economics	VI	Current year	84	
Practical Arts	II	86	92	
Distributive Ed	I	87	93	
Business	IV	84	90	
Data Processing	IV	84	90	
Machine Technology	III	85	91	
Automotive	III	85	91	
Middle School Programs: Practical Arts	V	Done	89	
Home Economics	IV	84	90	
Career Education	II	86	92	
Humphrey Center Programs: Auto/Truck	IV	current year	90	
Marine	IV	current year	90	
Fuel/Electricity	IV	current year	90	
Chassis Suspension	IV	current year	90	
Advanced Office	IV	current year	90	
Legal Office	IV	current year	90	
MOA/Administration	IV	current year	90	
Word Processing	IV	current year	90	
Data Processing	IV	current year	90	

These program revision dates are subject to change.

Boston Public Schools reserves the right to amend this plan based upon changes in program offerings, labor market projections and/or equipment modifications.

SY 84	Current Step	Projected Date to Reach Step IV	Next Review Year	Comments
Bench/Mill	IV	Current year	90	
Basic Carpentry	IV	"	90	
Basic Plumbing	IV	"	90	
Bldg. Maintenanance	IV	"	90	
Architectual Drawing	IV	"	90	
Health Aide	V	Done	89	
Nursing Assistant	V	"	89	
MOA (Medical Office Assistant)	V	"	89	
Medical Laboratory	V	"	89	
Dental Assistant	IV	Current Year	90	
Anatomy	V	Done	89	
Medical Terminology	V	"	89	
Basic Electronics	IV	Current year	90	
Communications Electronics	IV	"	90	
Basic Electricity	IV	"	90	
Industrial Electricity	IV	"	90	
HVAC	IV	"	90	
Welding	IV	"	90	
Autobody	IV	"	90	
Machine Technology	IV	"	90	
Sheet Metal	IV	"	90	
Printing	V	Done	89	
Commercial Design	IV	Current Year	90	
Photo Technology	V	Done	89	
Machine Drafting	IV	Current Year	90	

Boston Public Schools reserves the right to amend this plan based upon changes in program offerings, labor market projections and/or equipment modifications.

SY 84	Current Step	Projected Date To Reach Step IV	Next Review Year	Comments
Illustration/Advertising	IV	Current Year	90	
TV Production	IV	"	90	
Banking	IV	"	90	
Child Care	IV	"	90	
Cosmetology	IV	"	90	
Fashion	IV	"	90	
Food Service	IV	"	90	
Hotel/Hospitality	V	Done	89	
Retailing	IV	Current Year	90	

Boston Public Schools reserves the right to amend this plan based upon changes in program offerings, labor market projections and/or equipment modifications.

BOSTON PUBLIC SCHOOLS

Action Plan Cover Sheet

PRIORITY AREA GUIDANCE PLACEMENT 1.0

PERSON RESPONSIBLE James A. Caradonio, Director

STATE RECOMMENDATIONS	KEY RESULTS (#)	Citywide (✓)	Humphrey Center (✓)
A procedure for collecting information on job placement and one-year follow-up surveys of students enrolled in skills training programs should be instituted. Such data should be made available at the school and central office levels.	I (1-6)	p.157 - #11	

APPROVED BY James A Caradonio

James A. Caradonio, Director
Education & Employment, BPS

DATE 2/1/83

David Cronin, Associate Commissioner
Mass. Dept. of Education
Division of Occupational Education

Appendix VIII-9(a)

1.13.83

- I

KEY RESULTS:

City-wide Placement

The Boston Public Schools standardizes all programs which provide students with work experience in business and industry.

BOSTON PUBLIC SCHOOLS

ACTION PLANS

PAGE 1.12

○ = Activity begins

□ = Checkpoint/monitoring

△ = Activity accomplished

		TIMETABLE											
ACTIVITIES	PARTICIPANTS	1 Feb	2 Mar	3 Apr	4 May	5 June	6 July	7 Aug.	8 Sept.	9 Oct	10 Nov	11 Dec	12 Jan
1. Design Job Description	Compact Work Group BPS staff	△ 28											
2. Post personnel Circular for city-wide coordinator of work-experience	J. Caradonio J. Hardrick BPS personnel	○ 28	△ 10										
3. Select and assign city-wide coordinator	J. Caradonio J. Hardrick		○ 21	△ 8									
4. Design Key Results plan for 18 months of activity.	J. Caradonio Compact Work Group Work experience Coordinator			○ 25	△ 13								
5. Collaborate with all external agencies in summer work programs.	Work experience coordinator			○ 25	△ 18	△ 15	△ 15	△ 17	□ 1				
6. Implement approved Key Results Plan	J. Caradonio Compact Work Group Coordinator				○ 20	△ 15	△ 15	△ 17	△ 15	△ 13	△ 16	△ 15	△ 12

478

479

Hubert H. Humphrey Occupational Resource Center

REVISED OCT 1982

COMPACT ACTIVITIES CHART

1983/84

School MADISON PARK HIGH

Goal Area JOB PREP & PLACEMENT

OBJECTIVES	ACTIVITIES	OUTCOMES	TIMELINE	RESOURCES	PERSON RESPONSIB
1. Higher Standards for skills	A. Monitor & enforce higher standards for passing grades.	A. More employable students	June,'84	Classroom teachers	Career Ed
	B. Pre-placement testing	B. Better student preparation to handle job seeking.	May, '84	Business Partners	Dev. Offi
2. Placement of 1984 grads.	A. Info.of employee benefits	A. Student aware of alternative way toward further education.	Jan. '84	Business Partners P.I.C.	Business
	B. Improved referrals	B. Better quality student for placement.	June '84	Guidance - P.I.C.	P.I.C./C.
3. Career Exploration for Juniors	A. Shadowships	A. Increased awareness by students of "real" work situations.	Jan-June	P.I.C. Business Partners School Volunteers N.U.	Business
	B. Jobs Fairs	B. Increased awareness of job openings.	Jan-June		Dev. Offi
4. Expectations of Business to Sophomores	A. Personnel officers to speak with students.	A. Increased awareness of what is expected of an employee.	Nov-Mar	Business Partners School Vol.	Business
	B. Employed grads. to speak with students.	B. Foster sense that "if they can do it, so can I!"	Dec. - April	Guidance P.I.C.	Guidance
	C. English class use of world of work situation.	C. Better student understanding of why businesses have certain standards.	Jan.-May	English teachers	Language Dept. H
5. Employment Prospects to Gr. 9 students	A/B. Make information available through Eng. & S.S. classes relative to where jobs will be available	A/B. Increased awareness of employment trends in order to make informed decisions about career paths.	Feb.-June	English & S.S. cluster teachers	Cluster 1

COMPACT ACTIVITIES CHART

1983/84

School MADISON PARK HIGH

Goal Area JOB PREP & PLACEMENT

OBJECTIVES	ACTIVITIES	OUTCOMES	TIMELINE	RESOURCES	PERSON RESPONSIB
6. Emphasis on "high risk" students employability	A. Shadowships or internships for students.	A. Develop self-confidence in students.	Apr.-June	Business Partners	Business Tri-Late N.U.
	B. Monitoring of Attendance	B. Raise attendance to be consistent with business expectations,	All year	Registrar	Registra
	C. Small group workshops	C. Develop skills that are essential to getting and keeping a job.	Dec.-May	Business Partners M.P.H.S. Collaborative N.U. Employment agencies School Volunteers	Dev. Offi
	D. Mentor Program	D. Provide support and reinforcement to students who have improved behavior and skills.	April-June	Same as 6C	Dev. Offi

Transportation

MASSACHUSETTS DEPARTMENT OF EDUCATION
BUREAU OF EQUAL EDUCATIONAL OPPORTUNITY

Review of 1982 Desegregation Transportation

MANDATE

"Transportation shall be provided according to the standards contained at pages 80-83 of the Student Desegregation Plan. dated May 10, 1975. These standards include transportation for students assigned to elementary schools more than one mile from home, to middle schools more than 1 1/2 miles from home, and to high schools more than 2 miles from school. "The reason for mandatory transportation may be distance, safety, or controlled transfer, or a combination of these. . . The court has required no transportation, however, that would pose a risk to the health of students or impinge on the educational process for those students due to excessive time or distance travelled."

OBJECTIVES

1. To approve proposed transportation arrangements developed pursuant to the approved student assignment plan each year, assuring that such arrangements will adequately support both desegregative and program assignments.

2. To determine whether transportation arrangements are in place for the opening of the school year in September.

3. To monitor complaints received by the Boston Public Schools in relation to transportation, and to assess whether appropriate responses have been made.

KEY QUESTIONS: Have adequate transportation arrangements been provided for desegregating schools and programs? What kinds of transportation complaints are being reported, and how is Boston responding to these problems?

METHOD

Monitoring for the January report had two primary purposes: to determine and evaluate the Transportation Unit's procedures for providing transportation to Boston students, and to determine and evaluate the Transportation Unit's procedures for responding to and redressing complaints. The monitors (1) visited the Transportation Unit, examining its operations and interviewing the Director, and some of his staff; and (2) reviewed data that included sample routing schedules, transportation locators by school and geocode, routing sheets and, as well, all complaint forms submitted as of October 14.

THE TRANSPORTATION SYSTEM

According to the Director of the Transportation Unit, the School Department makes use of both public transportation (the MBTA) and of School-Department owned vehicles in order to transport students. The Boston School Department has let two contracts to operate its vehicles. One is with Transcom and one with ARA. ARA is responsible for all in-city transportation of "regular" (i.e., non Special Education) students.

Transportation Unit staff members are responsible for the actual assignment of students and for monitoring the contractors' performance. For regular students, staff members are assigned by school district, with one staff member responsible for two contiguous districts. A single staff member is assigned to District IX. These staff members determine which students will be provided with corner-to-corner bus transportation and which will be issued special passes to the MBTA.

To obtain maximum use of their school buses, the Transportation Unit uses a "three-tier" system. Most buses make two trips in the morning and three in the afternoon. The schedule for opening and closing of schools is appropriately staggered. In addition to providing corner-to-corner transportation to and from school, the buses are also used for athletic and "field" trips, and for after-school activities. The Boston School Department is required by Court Order to provide middle and high school students with late buses, to allow students to participate in after-school activities. Because magnet schools draw students from around the city, there are constraints (numbers of buses, time, drivers) on the after-school transportation provided to students in District IX. As a rule, these students are transported to central locations such as MBTA stops.

The staff of the Transportation Unit state that they have been able to maintain their level of service to students during the years after "Proposition 2 1/2" on account of the full support they have received from the School Committee. They are also satisfied with the terms of the new contract with ARA. The Director was fully involved (along with a special consultant) in drafting the terms of the contract, and believes that it incorporates the elements he considered essential.

Driver Turnover

One potential flaw of the contract should be mentioned: the terms under which bus drivers may change their runs. A major complaint about the transportation services from parents and school personnel is that changes of drivers on runs are far too frequent. It is charged that drivers unfamiliar with their runs provide inadequate service, miss pick-ups, and have a higher frequency of discipline and safety problems.

The main cause of frequent driver changes is a system which allows drivers to "bid" on more attractive runs every thirty days. There is high mobility among bus drivers (drivers move on to more attractive openings with employers such as the MBTA, and drivers for other school systems and drivers of vans attempt to move into the Boston School Department system). Because Boston School Department drivers can bid on openings every 30 days, a "domino effect" results; the successful bidder creates a new opening, which is in turn put up for bid, and so on.

There have been attempts to control the frequency of bidding through the contract with ARA (for example, limiting bidding to several specified times during the year). The bus drivers have been able to convince the School Committee not to order curbs on bidding, but rather to retain the thirty-day system, promising to police themselves. The School Committee is scheduled to review the results of self-policing at the end of the 1983-84 school year.

The Department of Education will pay close attention to this situation, especially since its monitors are hearing that frequent driver changes continue to be a problem. During visits to special desegregation schools, the monitors were repeatedly told that transportation service had greatly improved, but that drivers unfamiliar with the routes caused difficulties, especially failures to make scheduled stops and late arrival at school.

It should be noted that the Transportation Unit itself must initiate many route changes to reflect students enrolling in or leaving schools for a variety of reasons, and new special education transportation requirements. Each such change may require that drivers grow familiar with new routes.

ASSIGNMENTS TO TRANSPORTATION

Another issue concerning transportation assignments is the question of who gets assigned to the MBTA and who gets assigned to buses, and whether the system is fair. The issue is complex. On the one hand, many students believe that a "T assignment" is less desirable than a bus assignment, and question whether certain groups receive a disproportionate share of T assignments. On the other hand, some school staff believe that many in-school discipline problems begin on school buses and spill into the schools, and wonder whether a more liberal use of T assignments might forestall the development of discipline problems.

The Director of the Transportation Unit stated that the general procedure for allocating MBTA and bus assignments has not been reviewed for a number of years. A general review of the procedure, that would include both the fairness and the discipline issues, is needed.

Issues of discipline and safety on school buses are discussed in the report on Safety and Security; here it will only be noted that the Department of Education has allowed the cost of bus monitors on routes for which the safety of students required them as a reimbursable transportation expenses since initial implementation of the desegregation plan. Consideration should be given to whether certain routes, especially at the middle school and high school level, require more supervision than the driver can provide.

COMPLAINT PROCEDURE

The Transportation Unit has revised and improved its procedure for processing complaints. The procedure, according to the Director, is as follows.

Complaints, which generally come by telephone, are routed to the staff member responsible for the district in question. The staff member records the complaint on a special form (see attachments) and, if possible, attempts to deal with the complaint immediately (for example, to record address changes, or to ensure that a back-up bus is sent to replace a disabled bus). All complaint forms are forwarded to the contractors twice daily, with a copy of each retained by the responsible staff member. The contractor is required to respond in writing to each complaint; when the completed forms are returned to the Transportation Unit, they are returned to the appropriate staff member.

The monitors requested copies of these complaint forms and analysed the first 176 complaints received this Fall:

Issue	Percent
"no shows"	66%
safety	18%
late pick-ups	14%
unauthorized passengers	2%
early pick-ups	1%

Virtually all (98%) of the complaints were forwarded to ARA: the format for reporting on actions taken varied and provided insufficient deatil to permit a judgment on its appropriateness:

ARA Report	Percent
verbal warning	5%
allegation denied by driver	10%
problem resolved	42%
no report	41%

Note that this is a very preliminary report. and in fairness to ARA there may not have been time to return all of the reports as of the time that information was provided to the monitors. In the next Board Report there will be a more extensive analysis of how compliants are dealt with.

QUALITY CONTROL

The Department of Implementation has designated staff to make daily phone calls to schools to check the quality of transportation service. The schools are also asked to submit weekly reports documenting any complaints received or encountered. Finally, the Department of Implementation has asked each school to complete a transportation survey for the month of November concerning transportation service. (see attachments)

According to the Director, the Transportation Unit places highest priority on complaints involving safety -- traffic violations, for example. He has two options for following up serious complaints. He can send Boston School Department Transporation Officers out to investigate, and ARA has Safety Training Personnel staff, whom he can request to investigate specified complaints.

This procedure represents an improvement over previous practice: in particular, it is the first time that the contractors have been required to respond in writing to each complaint. However, there is room for further improvement. It is particularly important that the procedure be made more systematic. (see Recommendations)

RECOMMENDATIONS

1. The Boston School Department should review the procedure for allocating bus and MBTA transportation assignments from the perspectives of fairness and school bus safety and discipline.

2. The Transportation Unit should develop and implement a procedure for identifying and redressing "trouble spots" through use of the complaints system.

3. The Transportation Unit should develop and implement a system for identifying and following up inadequate responses from the contractor, including a standardized format for recording the actions taken and problems resolved.

4. The Transportation Unit is to be commended for significant improvements in transportation and in its own monitoring of service provided.

Charles Glenn, Regina Rogan, Judith Taylor

THE SCHOOL COMMITTEE OF THE CITY OF BOSTON

BOSTON PUBLIC SCHOOLS

November 14, 1983

MEMORANDUM

To: Principals/Headmasters, Certain Central Staff

From: John Coakley John Coakley

Subject: Yet Another Survey of Transportation Service

This request is just that: a request. If you can see fit to complete the following survey I would appreciate it. I realize that you have been responding to our daily calls on transportation service and that you regularly complete validation forms. The purpose of this survey is to obtain your PERCEPTION of transportation service for all or most of the month of November.

I ask that you consider filling out this survey and returning it to me between November 28th and December 2nd. Also, I am providing you with the copies of the survey, one for you to complete, one for your transportation coordinator (if your school has one) to complete, and one for someone associated with special education transportation to complete.

I have been devoting much of my energy thus far in 1983-84 to the matter of transportation and the responsiveness of the DI and the Carrier to transportation problems. It seems to me that I can better target problems and attempted solutions by developing data based on our daily calls to you, surveys issued to parents, surveys issued to school personnel, as well as letters sent to us and the completed validation forms. Please bear with me. My intent is NOT to add to the paper blizzard. I would like to think that the attached survey can be answered with reasonable speed. At any rate, I do appreciate your cooperation. Please know that on this survey I will not develop a "DNR" list.

ab
Enclosure

xc: Office of Superintendent
Deputy Superintendents
Community Superintendents
Kenneth Caldwell
James Caradonio

Transportation Survey: School Personnel

Please base your comments/responses only on transportation service during the month of November 1983. Do not factor September or October into your "answers."

I Background Information

1. Your School:______________________________ Your District___

2. Your Name:__________________________

3. Your Title (or Transportation Duty):____________________

4. Describe the type(s) of transportation provided to students in your school.

   A. ☐ Picked up at home

   B. ☐ Picked up at a local corner

   C. ☐ Given an MBTA Pass to get to and from school

   D. ☐ Given an MBTA Pass to get to and from a centrally-located yellow bus stop

Note: Circle the box or boxes which identify the service you monitor primarily. (Please note the distinction between monitor and responsibility.)

II. Home-to-School Bus Service (If Applicable to Your Duties)

1) Do you feel it is reasonably easy for a van driver or bus driver to locate the homes of most students in your school receiving this type of service? ☐ Yes ☐ No

2) Given distance and traffic conditions, do you feel the home-to-school van ride(s) or bus ride(s) takes a normal length of time? ☐ Yes ☐ No

3) What is the longest time on average a student usually spends traveling in the home-to-school van(s) or bus(es) one way to school? (Travel time only) ("Longest" ride not "shortest" ride!)

   ☐ Less than ½ hour

   ☐ ½ hour to 1 hour

   ☐ More than 1 hour

For Office Use Only

4) Please rate the overall quality of home-to-school van or bus service for students in your school.

Very Good	Good	Fair	Poor	Very Poor	No Opinion
☐	☐	☐	☐	☐	☐

5) Please rate the following areas of home-to-school transportation service on average.

	Very Good	Good	Fair	Poor	Very Poor	No Opinion
Timeliness	☐	☐	☐	☐	☐	☐
Vehicle Safety (Equipment)	☐	☐	☐	☐	☐	☐
Vehicle Reliability (Breakdowns)	☐	☐	☐	☐	☐	☐
Vehicle Cleanliness	☐	☐	☐	☐	☐	☐
Driver Safety	☐	☐	☐	☐	☐	☐
Driver Professionalism (Courtesy, Cooperation)	☐	☐	☐	☐	☐	☐
Discipline	☐	☐	☐	☐	☐	☐
Monitor/Aide	☐	☐	☐	☐	☐	☐

6) Please rate the timeliness of home-to-school van or bus service in your school.

	Very Good	Good	Fair	Poor	Very Poor	No Opinion
Vehicle(s) is(are) usually on time	☐	☐	☐	☐	☐	☐

7) Taking the most extreme case(s), how many times has a student missed school or a significant part of the school day (a half-hour or more) this school year because of a problem with the home-to-school van or bus?

☐ Never late

☐ 2 times

☐ 1 time

☐ 3 to 4 times

For Office Use Only

7) Continued

☐ 5 to 6 times ☐ 7 to 8 times ☐ More; Specify ____________

☐ Don't know

III. Corner-to-School Bus Service (If Applicable to Your Duties)

1) On average, do you feel the (corner-to-school) bus stops are fairly located for the majority of the students in your school assigned to the stops?

☐ Yes ☐ No ☐ No Opinion

2) Given distance and traffic conditions, do you feel the (corner-to-school) bus rides on average for your school take a normal length of time?

☐ Yes ☐ No ☐ Don't know

3) What is the longest time on average a student usually spends traveling on the (corner-to-school) school bus one way to school? ("Longest" ride, not "shortest" ride!)

☐ Less than ½ hour ☐ ½ hour to 1 hour

☐ More than 1 hour

4) Please rate the overall quality of (corner-to school) school bus service for students in your school.

Very Good	Good	Fair	Poor	Very Poor	No Opinion
☐	☐	☐	☐	☐	☐

For Office Use Only

5) Please rate the following areas of corner-to-school transportation service on average for your school.

	Very Good	Good	Fair	Poor	Very Poor	No Opinion
Timeliness	☐	☐	☐	☐	☐	☐
Bus Safety (Equipment)	☐	☐	☐	☐	☐	☐
Bus Reliability (Breakdowns, etc.)	☐	☐	☐	☐	☐	☐
Bus Cleanliness	☐	☐	☐	☐	☐	☐
Bus Picks Up at Assigned Location	☐	☐	☐	☐	☐	☐
Driver Safety	☐	☐	☐	☐	☐	☐
Driver Professionalism (Courtesy, Cooperation)	☐	☐	☐	☐	☐	☐
Discipline	☐	☐	☐	☐	☐	☐

6) Please rate the timeliness of (corner-to-school) school bus service on average for your school.

	Very Good	Good	Fair	Poor	Very Poor	No Opinion
Bus(es) is (are) usually on time	☐	☐	☐	☐	☐	☐

7) Taking the most extreme case(s), how many times has a student in your school missed school or a significant part of the school day (a half-hour or more) because of a problem with the (corner-to-school) school bus?

☐ Never late

☐ 1 time

☐ 2 times

☐ 3 to 4 times

☐ 5 to 6 times

☐ 7 to 8 times

☐ More: specify____

☐ Don't know

For Office Use Only

IV. MBTA Transportation (If Applicable to Your School and/or Duties)

1) On average, do students using the MBTA Passes experience delays more than once a month in traveling to school?

☐ Yes ☐ No ☐ Don't know

2) Given the distance and traffic conditions, do you feel that the average MBTA ride for students in your school is taking a normal length of time?

☐ Yes ☐ No ☐ Don't know

3) How much time does the average student using an MBTA Pass spend traveling on the MBTA one way to school most of the time?

☐ less than ½ hour ☐ ½ hour to 1 hour

☐ more than 1 hour

4) Please rate the overall quality of MBTA service for the average student using an MBTA Pass in your school?

Very Good	Good	Fair	Poor	Very Poor
☐	☐	☐	☐	☐

5) Taking the most extreme case(s), how many times this school year has a student missed school or a significant part of a school day (more than a half hour) because of a problem with the MBTA?

☐ None ☐ 1 time ☐ 2 times ☐ 3 to 4 times

☐ 5 to 6 times ☐ 7 to 8 times

☐ More: specify____ ☐ Don't know

For Office Use
Only

V. Follow-up Inquiries

1) To whom do you speak first when you have a problem or question about school transportation?

☐ District Office

☐ Transportation Unit (School Dept. Hdqtrs) 726-6260

☐ School Information Center (External Liaison Unit) 726-6555

☐ Bus Company

☐ Driver

☐ Other______________________________

☐ Never have to call

2) When you have made a complaint or sought information at one of the following, how were you treated?

	Very Courteously	Courteously	Discourteously	Very Discourteously	Does Not Apply
School	☐	☐	☐	☐	☐
District Office	☐	☐	☐	☐	☐
Transportation Unit	☐	☐	☐	☐	☐
School Info.Center	☐	☐	☐	☐	☐
Bus Company	☐	☐	☐	☐	☐
Driver	☐	☐	☐	☐	☐
Other____________	☐	☐	☐	☐	☐

☐ Never have to call

3) Please describe the most serious or most unusual problems that you have had with transportation, dealing with specific incidents. Please include as much specific information as possible, for example, dates, time of day, bus numbers, etc. (Response is optional.)

4) The nature of this survey is rather general and is designed to provide you with an opportunity to be critical. Please feel free to comment on any issues not raised in this survey or on any matters deserving particular commendation (e.g., driver courtesy.) (Again, response is optional.)

Thank you so very much for taking the time to complete this survey. Kindly return completed document to

John R. Coakley
Senior Officer, Department of Implementation
26 Court Street, 9th floor
Boston, Massachusetts 02108

PLEASE REMENBER THAT YOU ARE

FREE TO ANSWER ALL, SOME OR

NONE OF THIS SURVEY!

Please Check
T.U. ______
A.R.A. ______

BOSTON PUBLIC SCHOOLS
TRANSPORTATION MONITORING FORM - 1983-1984 SCHL YR.

Date ______________________________ Day ______________________________
Time of Call ______________________________ Monitor Calling ______________________________
School/Program ______________________ Dist. ______ School Hours ______________________________
Contact Person ______________________________ Phone # ______________________________

		Complaint (Place a check)		
	Vehicle #	No Show	Late - State Time	Other (See below)
Morning __________ Date				
Noon __________ Date				
Afternoon __________ Date				

Details of Complaint:

Response/Resolution (To be completed by Bus Company or Transportation Officer):
Date ____________________

EXTERNAL LIAISON UNIT
DEPARTMENT OF IMPLEMENTATION

SCHOOL OPENING TELEPHONE SURVEY 83-84

DATE: ____________

SCHOOL: ________________________________ TELEPHONE: ____________

PRINCIPAL/HEADMASTER: ____________________________

DISTRICT: __________

ELU STAFF PERSON: ____________________________

STAFF:

FACILITIES:

MATERIALS:

COMMENTS:

PRINCIPAL/HEADMASTER SIGNATURE: ____________________________

R

BOSTON PUBLIC SCHOOLS / TRANSPORTATION UNIT

CORNER/SCHOOL/CORNER COMPLAINTS ARA

PAGE C-132
DATE 9/23/83
DAY FRIDAY

TIME OF CALL	3:30	PICK UP TIME & LOCATION	3:05 school dismissAL
PERSON CALLING	PRINCIPAL		
TELEPHONE NUMBER	—	VEHICLE NUMBER	927
SCHOOL / PROGRAM	HENNIGAN	COMPLAINT	☐ NO SERVICE ☒ LATE ☐ OTHER

COMPLAINT IN DETAIL: Bus hasn't arrived yet

BPS Recorder & Action Taken:
NAME R. RIZZO

called Readville - no word of problem
no back-ups available

ARA Response or Resolution:
NAME Joan A. Firmin
DATE 9-27-83

On the above stated date, the bus 927 was in the Yard and I didn't have no drivers available and also the Radio Buses were tied up.

R

BOSTON PUBLIC SCHOOLS / TRANSPORTATION UNIT

CORNER/SCHOOL/CORNER COMPLAINTS ARA

PAGE C-160
DATE October 3
DAY Monday

TIME OF CALL 9:30
PERSON CALLING Rita Manning
TELEPHONE NUMBER 361-0353
SCHOOL / PROGRAM Chittick

PICK UP TIME & LOCATION Entire route
VEHICLE NUMBER MB 33
COMPLAINT ☑ NO SERVICE ☐ LATE ☐ OTHER

COMPLAINT IN DETAIL:

No show at school. Parents called school and said no pick up at stops

BPS Recorder & Action Taken:
NAME Pam

Called Readville. Was told a shortage of drivers. Was told a radio bus was on route running 25 minutes late.

ARA Response or Resolution:

On the above stated date, MB 33 broke down and the run was covered by RB 82.

NAME Jean A. Firmin
DATE 10-6-83

BOSTON PUBLIC SCHOOLS / TRANSPORTATION UNIT

CORNER/SCHOOL/CORNER COMPLAINTS ARA

PAGE# C-72
DATE 9/13/83
DAY Tuesday

TIME OF CALL 12:30

PERSON CALLING Frank Hurley

TELEPHONE NUMBER 288-7621

SCHOOL / PROGRAM Murphy

PICK UP TIME & LOCATION 8:35 Hemenway St at Haviland St

VEHICLE NUMBER HB16

COMPLAINT ☑ NO SERVICE ☐ LATE ☐ OTHER

-467-

COMPLAINT IN DETAIL: No pickup today or yesterday

BPS Recorder & Action Taken:
NAME Mike Hughs Called K. Morrissey /

ARA Response or Resolution:

NAME

DATE

Facilities

SCHOOL FACILITIES

MANDATE

Construction, renovation and closing of school facilities shall occur according to the standards contained in the interlocutory Order of June 21, 1974; the Plan of May 10, 1975, pages 6-7; the Memoranda and Orders of May 6, 1977, pages 37-40; August 15, 1979; March 21, 1980; April 2, 1980; and the Order on Joint Defendants' Motion for Adoption, May 11, 1981.

OBJECTIVES AND QUESTIONS

1. To determine whether all school closing measures ordered by the Court have been fully complied with.

   STATUS: Compliance reported in July 1983 Monitoring Report.

2. To review all proposed construction, renovation, and other school facility measures for consistency with the desegregation and other requirements of the Court.

   Have the renovation plans for Burke and Dorchester High Schools progressed as expeditiously as possible?

3. To review the placement or proposed placement of any portable unit, or the rental of any space for instructional purposes, for consistency with the desegregation and other requirements of the Court.

   Are there any plans for the rental of any space for instructional purposes? Are these plans, if any, consistent with requirements of the Court?

4. To determine the extent of compliance with outstanding orders with respect to development of a Unified Facilities Plan, including a schedule of further school closings, a schedule of construction, renovation, replacements, as well as repair and refurbishing of all facilities, and a plan for secondary school utilization, in accordance with the provisions of the Manual for District Planning Activities and other requirements of the Court.

   Have discussions occurred among the "joint planners" about a long-range secondary school facilities plans as a necessary part of the United Facilities Plan? What progress has been made toward determining priorities for the available resources and for possible closings:

IV. PROCESS

The Director of School Building Assistance has conducted the reviews, assisted by the Division's regional center staff, through meetings with Boston staff in the Department of Implementation and the Office of the Deputy Superintendent for School Operations.

V. Findings

2. Priority has been given to renovation of Burke and Dorchester High Schools. Approval of the Burke awaits action by the City of Boston. Joint long-range secondary school planning has not begun.

   No construction, renovation, or other facility measures are being planned with the Commonwealth at this time except for renovation at the Jeremiah E. Burke High School. The renovation project at Dorchester High School was approved by the Board of Education at its June 28, 1983, meeting. Approval of the Jeremiah Burke proposal awaits filing of certain required material by the City of Boston. Board approval of this project is anticipated in January 1984.

   Although there have been reports that the City of Boston is currently planning a construction project to upgrade Boston Latin School, the School Building Assistance Bureau is not assisting in such planning. If Boston intends to proceed with plans to build another Boston Latin School, this should be integrated into an overall secondary facilities plan. The Department of Education should be included in such efforts. Under current procedures, projects beyond Burke and Dorchester must await development and approval of a completed Secondary School Facilities plan, a component of the court-ordered Unified Facilities Plan.

3. Monitors have been informed of no plans for the rental of space for instructional purposes.

4. Joint long-range Secondary School Facilities Planning has not yet commenced.

VI. RECOMMENDATIONS

It is recommended that the final long-range plan not be submitted without assurances that it is approvable by the Department of Education. It is further recommended that any potential upgrading of Boston Latin School include the participation of the Department of Education and be incorporated as part of the final long-range plan.

Greater Boston Regional Education Center
The Commonwealth of Massachusetts
Department of Education

27 Cedar Street, Wellesley, Massachusetts 02181

October 14, 1983

MEMORANDUM

TO: DR. JOHN A. CALAPRO, ADMINISTRATOR, SCHOOL BUILDING ASSISTANCE BUREAU
FROM: SAMUEL PIKE, GREATER BOSTON REGIONAL EDUCATION CENTER
SUBJ: DELETE BURKE HIGH SCHOOL FROM OCTOBER STATE BOARD OF EDUCATION AGENDA

Mr. Peter Scarpignato called me and informed me that he could not have the necessary documents ready to complete the Burke High School Construction/Renovation proposal. Peter stated that Public Facilities and City of Boston Officials' signatures were not available, because the pertinent officials were out of town. Mr. Scarpignato, of the Public Facilities Office further noted that this would have no affect on progress of the proposal, because they were moving forward in preparing the final working drawings necessary for going out to bid. He stated that all application procedures and ducoments will be ready for December Board of Education action.

The Commonwealth of Massachusetts
Department of Education

1385 Hancock Street, Quincy, Massachusetts 02169

November 18, 1983

Dr. Robert Peterkin
Deputy Superintendent of Schools
Boston Public Schools
26 Court Street
Boston, Mass. 02108

Dear Dr. Peterkin:

I have recently been reviewing file material related to long-range secondary school facilities planning and the Boston Desegregation Monitoring effort. In Superintendent Spillane's letter to Commissioner Lawson dated May 3, 1983, he writes that his executive planning has been in a holding pattern pending the development of recommendations by the Educational Planning Group chaired by Jean Sullivan McKeigue. In John Coakley's report entitled The proposed Renovation of the Burke and Dorchester Facilities, dated May 3, 1983, attached to the letter and incorporated by reference into it, John Coakley writes that in regard to long-range planning for schools in Boston, it is clear that the secondary school component is an ongoing and incomplete item on the agenda of the Federal Court.

One of the key elements in the Desegregation Monitoring effort being undertaken by the School Building Assistance Bureau is monitoring and support of efforts aimed at production of an acceptable long-range secondary facilities plan jointly developed by the concerned parties to the case. As you know, all future secondary school facilities projects, with the exception of the Burke proposal which has been separately dealt with, must be consistent with the to-be-developed plan.

Could you let me know where the City of Boston now stands in regard to such planning and how this Bureau may help in this effort?

Sincerely yours,

John A. Calabro

John A. Calabro
Administrator
School Building Assistance Bureau
770-7238

JAC/am

cc: Frank Banks
Robert Blumenthal
Charles Glenn
Marlene Godfrey
Donald Manson
John Raftery

THE SCHOOL COMMITTEE OF THE CITY OF BOSTON

BOSTON PUBLIC SCHOOLS
OFFICE OF THE DEPUTY SUPERINTENDENT
SCHOOL OPERATIONS
ROBERT S. PETERKIN

November 23, 1983

John A. Calabro, Administrator
School Building Assistance Bureau
Department of Education
Commonwealth of Massachusetts
1385 Hancock Street
Quincy, MA 02169

Dear Mr. Calabro:

Thank you for your letter of November 18, 1983, wherein you inquire as to the status of long range planning for secondary schools in Boston.

Please be advised that the Boston School Department is currently undertaking the development of the long-range plan, to be developed in response to School Committee mandate. The planning effort is headed by Robert Murray of the Department of Implementation and Robert Hayden, Special Assistant to the Superintendent. For the past two months, Senior Officers and Deputy Superintendents have analyzed their areas of responsibility and submitted long-range goals and action plans to Messrs. Murray and Hayden. A first draft recently went to School Committee for their review.

Within the long-range plan, the issue of secondary schools will be addressed. Rather than elaborate upon a preliminary draft which the School Committee has yet to approve, I recommend that you speak directly to Mr. Murray or Mr. Hayden, or await the final long-range plan which will be submitted to the School Committee sometime this calendar year for final submission to the State and Federal District Court.

If you have any questions, please do not hesitate to call me at 726-6200, extension 5330.

Sincerely,

Robert S. Peterkin

Robert S. Peterkin
Deputy Superintendent
School Operations

RSP/jMc

cpy: Superintendent Robert R. Spillane
✓Franklin Banks
Donald Manson
Robert Hayden
Robert Murray

26 COURT STREET, BOSTON, MASSACHUSETTS 02108 • 726-6200 EXT 5330 AREA 617

Safety and Security

SAFETY AND SECURITY

OBJECTIVE 1

QUESTION: Of those schools initially identified as having either (1) sporadic but serious racial violence (Charlestown, Hyde Park) or (2) a high incidence of violence within the school (English, Hyde Park, Brighton, Thompson) what steps is Boston taking to identify causes for these problems and provide solutions?

METHOD: Monitors visited Hyde Park High, English High, Charlestown High, Brighton High, and The Thompson Middle School, and talked with administrators, counselors, teachers, some students and parents. Discussions were also held with the Deputy Superintendent for School Operations, the Chief of Safety Services and members of their staff. Reports on school incidents submitted by the Department of Safety Services were reviewed for May, June, September, October, 1983.

FINDINGS:

A. Schools Cited in July Report

Some of the schools identified in the July Report to the Court as having more serious safety and security concerns have clearly responded to some of those problems through the creation of new positions, the assignment of additional staff and the development of new programs and procedures for dealing with safety and security and student discipline issues. The most dramatic changes are cited below at English High and Charlestown High.

ENGLISH HIGH

1. new alternative education program - The Fenway School
2. replacement of security staff
3. addition of a new position - student discipline officer
4. adoption of program which provides counseling

and other services and resources to over-age, multiple offenders (The Collaboration)

5. replacement of two assistant headmasters, one in charge of discipline

6. involvement in"School Offenders" programs, a court-related part of "Child In Need of Services" (CHINS) Law

7. creation of 9th grade clusters

8. increased emphasis on staff responsibilities for safety and security within the building

9. plans to create additional alternative programs

CHARLESTOWN HIGH

1. addition of two new counselors

2. creation of Teacher Advisory Program (TAP) for ninth grade students

3. part-time services of 3 Boston University counseling interns

4. plans to start a peer counseling program through the Student Council

5. placement of a new minority assistant headmaster with a strong counseling and criminal justice background

6. a more comprehensive system of keeping track of students with discipline problems

It is clear the central office, the Safety Department and school staff have worked together to bring about some of these changes. While Charlestown shows a drop in racial and other incidents, English High has not yet shown improvement through a reduction in violence.

Madison Park High, Brighton High, Hyde Park High and the Thompson Middle School have all made some changes in staffing patterns and have made efforts to improve their links with outside social and psychological support agencies, to improve the safety climates within their schools. Madison Park has been involved in several ongoing efforts, including the School Improvement program and other collaborative efforts to improve safety for all students. Brighton High has stressed more teacher involvement in patrolling less safe areas in the building, as well as improving the learning opportunities within the school. Hyde Park High has re-deployed staff to handle discipline problems, and has increased internship and work-study opportunities. The Thompson has a security officer who is actively working with the neighborhood to reduce the influx of crime and other problems into the school. Both the Thompson and Hyde Park could benefit from the development of more direct strategies to prevent crime and safety problems within those buildings.

SOUTH BOSTON HIGH

While recent statistics for September-October point to an increase in reported incidents (See appendix IIa) on-site visits confirm that the same fair and comprehensive approach to the handling of discipline and other safety-related problems within the school remains intact. The climate within the school is conducive to learning and great efforts appear to be made to keep it that way. Racial incidents, usually between just two students, do occasionally occur, but they do not pervade the school. Monitors were informed by some staff of increased tensions between "American" students (both Black and White) and Cambodians, although these tensions have not produced any major incidents to date.

Monitors were, however, appalled by the filthy condition of much of the building, both outside and inside. Every staff person interviewed complained about a lack of trash collection and basic cleaning, as well as a lack of attention given to repairs. The monitors saw classrooms with trash cans overflowing to the degree that trash had to be shoved into corners to avoid stepping through it. The monitors also saw broken windows with broken glass still hanging down, others with large windows missing and replaced by plywood for more than a month, and other evidence of lack of attention to basic building maintenance. With seven custodians assigned to this building, the dismal state of its general repair smacks of deliberate sabotage. The monitors visited no other schools as filthy as this one.

B. OTHER FINDINGS

The statistical information provided through School Incidents reports (Appendices - I & II) presents a similar picture of safety and security issues as was presented in the July Report to the Federal Court. There are still sporadic racial incidents (16 for June-July and 18 for September-October) and there are still incidents occurring on ARA school buses (see report of Bus Incidents). English High School is still by far the most out-of-control-school in terms of the occurrence of safety-related and criminal incidents, although efforts are clearly being made to remedy this situation. Monitors will continue to look for evidence at English High that some of these efforts are resulting in a reduction in criminal and safety-related incidents, and improvement of the school climate in general.

WEAPONS

In September and October, 26% of all of the 'Crimes Against Persons' and 'safety related' incidents involved weapons. Most of these reported incidents were just 'possession of weapons'. This includes guns, knives, razors, 'nunchucks', projectiles and sticks but excludes 'shod feet' which is considered a 'dangerous weapon' in Boston's reporting system. There have been very few reported incidents involving guns, and these have been handled quickly and severely. (One, this year, has resulted in an expulsion) (See Appendix III).

It appears from information provided by both school administrators and by central office administrators, that in most cases the carrying of weapons by students does not, necessarily, signify criminal intent. Part of this phenomenon appears to be related to peer prestige; groups of students carry some kind of weapon to impress their friends. When contacted about their children carrying weapons, some parents, while not condoning the practice, explain it as needed protection in moving through dangerous areas of the city enroute to and from school.

It is clear, however, that regardless of how benign the intent, having weapons in a school increases the probability of serious and violent incidents occurring, and jeopardizes the safety of all students.

Deputy Superintendent Peterkin has suggested two basic approaches for improving this situation. The first is punitive - implementing stronger, uniform procedures for dealing with students possessing weapons. This might include more severe punishments (suspensions, expulsions) for students found in possession of weapons (other than guns), more than once. The second approach would be a more positive approach - spearheaded through student council and student leadership groups. This might involve school campaigns to encourage students to refrain from carrying weapons for the sake of improving school climate and the school's reputation.

Deputy Superintendent Peterkin has issued a memorandum to all Headmasters and Principals on (1) the 1980 Code of Discipline position on weapons; (2) specific procedures to follow when weapons are found; and (3) the importance of involving student organizations (see appendix IV). So far, no city-wide efforts other than the memo, have been launched to toughen disciplinary actions for weapons or further involve student or parent organizations.

RECOMMENDATIONS

Boston must continue to focus the energies of central office staff, the Department of Safety Services, and school staff in preventing violence and safety-related incidents in schools. This includes:

1. insuring that students are promptly given copies of the citywide discipline code at the beginning of each school year and are carefully explained its contents and the consequences of violations;

2. reducing the opportunities for violent confrontations and other safety-related problems within individual schools by: (1) looking for repeated patterns of unsafe or dangerous behavior; (2) identifying places within or around buildings in which problems more frequently occur, and (3) identifying students who are multiple offenders and developing specific plans and strategies for dealing with these problems.

3. developing stronger, more defined procedures to discourage the possession of weapons in schools by students - including stronger punitive responses, and citywide and school-based involvement of student and parent organizations.

Objective I

Question:

What steps is Boston taking to investigate the extent of safety problems on some school buses, and to remediate such problems?

METHOD:

Monitors met with central office administrators charged with security on school buses to discuss plans for investigations of schools bus disruptions and possible remediation. Monitors contacted CPC and the school bus drivers union to gather and assess data collected by these two groups on school bus violence. In addition, monitors discussed school bus safety with staff of the Safe Schools Commission.

FINDINGS:

Of the 526 incidents reported for May, June, September, October, 1983, 43 were incidents involving school bus safety; 8 were stonings, and 35 were other safety-related incidents occurring on school buses. (See Appendices I and II) While Deputy Superintendent Peterkin and Chief of Safety Services Christolini clearly do not see school bus safety as among the more important safety problems facing the Boston Public Schools, they have not altogether ignored its importance to parents. They feel that the school bus reporting procedure is a good one, and that, if properly utilized and followed-up with appropriate disciplinary and other kinds of action, it would reduce the repetition of certain kinds of safety and discipline problems. They clearly do not feel that the re-hiring of bus monitors will solve many of the disciplinary and other problems cited, nor prove cost-effective.

The bus drivers union, CPC, and many parents and administrators view the removal of all school bus monitors as of 1979-80 as more of a cost-saving step than one dictated by lack of need. In fact, the CPC cites increased costs as a result of vandalism caused by students on buses as an important reason to re-install monitors on some buses. The issue is complex and involves:

- a state re-imbursement fund(Chapter 636) for school bus monitors which does not assure the Boston Public Schools of directly benefitting from funds reimbursed to the city by the state;

- a school incident-reporting procedure which, according to some administrators is under-utilized by bus drivers (and a "Bus Behavioral Referral Form" which is being phased out) because drivers cannot or do not find sufficient time during their day to file timely, detailed reports with school administrators;

- criticism of frequent changes of bus drivers on certain bus runs, decreasing the familiarity and cooperation among drivers, student, and school administrators;

- bus driver complaints about a lack of appropriate disciplinary responses from some administrators when reports are filed.

- charges by CPC that the BPS provides inadequate follow-up on reports which are filed;

- charges by BPS administrators that some bus drivers do not live up to their responsibilities for maintaining discipline, and following procedures established for handling disruptions on buses.

While Deputy Superintendent Peterkin has re-emphasized to principals and headmasters the importance of consistent cooperative efforts between bus drivers and school administrators in resolving school bus safety and discipline problems, this is not enough for those concerned about school bus safety, and those advocating the return of school bus monitors. Not much school department energy or attention has gone into responding to the school bus safety and discipline issues since the July Report to the Federal Court.

Recommendation

Despite the relatively low percentage of safety-related incidents reported on school buses, the Boston Public Schools should put more effort into (1) resolving some of the more persistent discipline and safety problems occurring on certain bus runs and responding to parents concerns about school bus safety in general. (2) Particular attention should be paid to those buses serving elementary schools and special needs students, where safety may be jeopardized more through high spirits and immaturity than willful disobedience or knowing violations of the discipline code. Some options for the situation might be:

- assignment and extra pay for a teacher to ride the bus during troublesome periods

- the creation of a student monitor corps, selecting responsible 4th and 5th grade students to help maintain order and report on problems and vandalism as a part of a student leadership program;

- the permanent assignment of bus monitors to elementary schools with particular problems

- mandating problem-solving meetings between principals/ headmasters, parents and bus drivers when reported bus incidents exceed two or three. Out of this meeting would come a written, mutually agreed upon plan for reducing safety and discipline problems on buses. This plan would be evaluated at regular intervals.

Dealing with safety and discipline on buses serving older students presents a different set of problems. There are more cases of willful disobedience of rules and intentional vandalism. If monitors are to be effective, they must be well-trained in crisis intervention techniques, have positive and strong ties with the school administration, have the ability to be authoritative and yet defuse potentially explosive confrontations between and with students. All of which adds up to someone trained more like a Boston school police officer than an elementary bus monitor. While Mr. Chistolini has cited instances in which school police have ridden buses which have been problem-ridden, periodic assignment of school police to certain problem-ridden runs may reduce some abuse of the disciplinary code and increase the climate of security for all students riding the school bus. In its interviews with students, the Safe Schools Commission has found that many students list school buses as one of the least safe places within their school environment. Increasing the permanent removal from high school buses of students who seriously violate the discipline code more than once may also provide additional safeguards.

In general, establishing a stable group of bus drivers which clearly understands and carries out its responsibilities for following safety procedures, including the consistent reporting of disciplinary infractions to a cooperative and responsive school staff may do more to improve bus safety on some runs than anything else.

Students should also be repeatedly informed of their responsibilities under the discipline code and be given specific consistently reinforced consequences for violation of that code, including permanent removal from high school buses for multiple offenses.

OBJECTIVE 1

QUESTION: In those schools with high numbers of violent incidents, what steps are being taken to develop effective alternative programs for those disruptive students not benefitting from the regular school program:

METHOD: Monitors met with central office administrators responsible for the development of such programs and assessed the effectiveness of their efforts in working with school administrators in those schools with more serious safety issues, to develop such programs. Monitors for both 'safety and security' and 'student discipline' made on-site visits to alternative programs and schools, and have begun assessing the impact of these programs on improved school climate and better learning outcomes for students assigned.

FINDINGS

ALTERNATIVE PROGRAMS AND STUDENT OFFENDERS

In the July 1983 Report to the Federal Court, state monitors recommended that the Boston Public Schools begin researching and expanding program offerings in alternative education, particularly programs serving disruptive students and repeat offenders. This recommendation was seen as a partial remedy for some of the safety and security problems plaguing several schools; by providing differentiated, more effective and engaging educational opportunities geared to the specific learning needs of this relatively small portion of the total student population, the Boston Public Schools would also be reducing the chances of these students disrupting regular education programs, and reducing their opportunities for victimizing other students and staff.

As a result of on-site visits and interviews with many school staff members charged with student discipline and discipline referrals, several important issues have emerged as a background for concerns about safety and security as it applies to alternative education programs.

MARGINAL AND HARDCORE STUDENT OFFENDERS

Many school staff members working on discipline and safety issues have made a distinction between (a) students who are sometimes involved in violations of the discipline code affecting the safety and security of other students and staff; and (b) those who are habitually involved in such violations. The former (a), sometimes referred to as 'marginal' students: more often have poor or below average academic records, are sometimes, but not always, over age; sometimes have poor self concepts; are occasionally involved in acting-out behaviors and sometimes criminal acts; but are usually not viewed as the prime movers of criminal or other kinds of violations in a particular school. These students often respond to a tone established in the school by other students, more heavily involved in criminal and other offensive behaviors. The prognosis for the 'marginal' students is often seen as more hopeful, and many of the alternative programs do accept students with this kind of record. Some program coordinators and others concerned with discipline report some dramatic turnarounds in students with this kind of record as the result of alternative educational approaches and psychological, family, and social intervention strategies. Anecdotal estimates of the numbers of these kinds of students in schools most affected by safety and security problems, suggest a range between 10% and 20% of the total student population of those schools with more serious safety concerns.

Those students who are habitually involved in criminal and other violations in schools, sometimes called 'hard-core' cases, are given a much slimmer chance by school officials for rehabilitation within the school system. These students are: often over-age; are one, two and even three-time repeaters with few of the 'points' needed for graduation; often come from unhappy, disarrayed family situations many of which are counterproductive to the school's attempts to provide help. These students are described as 'incorrigible', and are seen as attending school primarily to victimize other students, staff and their property. These are the students who most school staff describe as "not belonging" in a regular comprehensive high school or middle school. Estimates of the numbers of such students in impacted schools range between 10 and 30 students per school. Although their numbers are small, these students are given primary blame for helping to establish a negative school climate, by flaunting rules, disobeying and abusing staff in front of other students, and remaining indifferent and sometimes even amused by the kinds of disciplinary actions (usually suspensions) meted out. These students have often had several contacts with the police and the courts for various criminal offenses, and are often required to return to school, where they have experienced very little success, as one of the terms of their sentence or parole. Most of the existing alternative programs are reluctant to accept referrals of 'hard-core'students because of the recidivism rate among these students and the impact such students may have on other "marginal" students in the alternative program.

DISCIPLINARY TRANSFERS (see Appendix III)

"Hard-core and some marginal students are sometimes given "disciplinary transfers" to other (usually district) high schools in the hope that a new and different school setting may prove more successful and not provide the same kind of peer support that he/she received in the original school. According to some reports, some of these transfers have been effective in improving the behavior and academic performance of some students. However, most school administrators felt that while getting rid of a habitual troublemaker may be good for them, they know he will, more than likely, just become someone else's headache in another school. They have expressed little faith in most disciplinary transfers, and some have spoken resentfully of having been the recipient of such transfers without benefit of prior warning about the incoming student's problem-ridden record.

It is clear that the Boston Public Schools have not devised an effective strategy for dealing with these 'hard-core cases' educationally or behaviorally, nor have they devised an effective way of preventing these students from disrupting the education of other students except through continual suspensions and, in a few cases, expulsion.

Many of these hard-core students have been core-evaluated, and placed in special needs classes for much of their school careers. Some administrators and staff with responsibilities for discipline feel that special needs approaches have had little impact on their behavior nor improved their academic achievement significantly. Administrators have also been constrained from making out-of-school placements because the majority of such 'hard-care' offenders are Black males and out-of-school and out-of-district placement sites are both difficult to find and harder to justify for Black males.

ALTERNATIVE PROGRAMS: Central Office Initiatives and Supports

Sid Smith, working out of the Office of School Operations has within the last two years undertaken the following tasks regarding alternative programs:

1. collection and analysis of information on effective alternative schools and programs throughout the country
2. communication with individuals involved with some of those programs and schools
3. establishment and support of several alternative programs (Fenway School and New Horizons) and a school (Boston Prep), (See Appendix V)
4. support and evaluation of all alternative programs in the system

5. provision of seed money for schools wanting to develop alternative programs.

Mr. Smith has expressed a specific philosophy and approach to alternative education and has developed three new programs within the framework of some of these ideas:

- the varying educational needs of different students are not equally served by traditional approaches to high school and middle school education;
- many students disrupt, cut classes, have excessive absenteeism and otherwise fail in traditional or regular programs because the structures of those programs and their approaches to learning do not meet the overall human needs of some students, nor engage them actively enough in learning;
- many of these same students respond and learn better in an environment in which there are
  - (1) more personal contacts with a smaller number of staff and students
  - (2) clearly expressed expectations for learning specific concepts, skills and information, and
  - (3) frequent and regular feedback on how well one is learning and what one needs to improve;
- specific periods within the school program to work through with other students and perhaps counselors/teachers, personal problems and other issues associated with family, peers and growing up; these problems will otherwise interfere with learning;
- opportunities for experiential learning through internships, job placements, are important to establishing realistic and achievable educational and lifetime goals. (This is similar to the work-study goals of Boston High.)

COMMENDATIONS/RECOMMENDATIONS

1. Mr. Smith is to be commended for his untiring efforts in expanding and improving alternative education in Boston Public Schools
2. Boston needs to provide more seed money for the development of workable models, and to train and re-deploy staff to run these programs.

3. Boston central office administrators and district administrators need to exercise more authority in seeing that alternative programs are expanded to those schools not now served, but most in need (e.g. Hyde Park, Thompson, Brighton High, Jamaica Plain High, Lewenberg, Charlestown, Gavin) and that funds are allocated and staff deployed and trained for their implementation and operation.

4. Boston needs to devise more effective programs and strategies for dealing with 'hard-core' multiple offender students - both to limit their disruption and victimization of the schools which now house them, and to increase their chances for positive educational outcomes. The 'School Offenders Program', a part of the "Child in Need of Services (CHINS) Law, and the development of new kinds of collaborative efforts between the courts and the Boston Public Schools should be given more attention, and more information about 'School Offenders' and other existing programs should be disseminated among all Boston Public Schools.

OBJECTIVE I

QUESTION

Have problems of inconsistency in incident reporting among schools been resolved?

METHODOLOGY

Monitors interviewed administrators and staff in several schools throughout the system where unconfirmed reports of inconsistent reporting of incidents emanated. Monitors also spoke with John Chistolini, Chief of Safety Services and Deputy Superintendent Peterkin and his staff about inconsistencies in reporting incidents.

FINDINGS

Dr. Peterkin and John Chistolini admit that there have been problems in getting some school administrators to consistently report incidents required by the Safety Procedural Manual. To remedy this they periodically run spot checks to make sure all incidents are being completely and accurately reported. These spot checks consist of security staff reporting, directly to the Safety Department, incidents occurring in the buildings to which they have been assigned. These reports are checked against reports submitted by the building administrator to assess their completeness and accuracy. If problems are found, Dr. Peterkin goes directly to the headmaster or principal involved.

The Safety Department will also move school police officers to other assignments when they suspect that incidents are not being completely or accurately reported.

The problem, briefly stated, is that some headmasters do not want their schools to be perceived as problem-ridden, and therefore try to limit the number of reported incidents. They sometimes convince safety staff to cooperate in order to maintain friendly working relationships. The irony is, however, that the more safety problems a school reports, the more likely that school is to receive additional staff and other forms of help. Instances of non-compliance with incident reporting required by the Safety Procedural Manual are very difficult for monitors to document. However, Deputy Superintendent Peterkin admits they do occur, and says that immediate corrective action is taken when they are uncovered.

Problems Within Schools Regarding Accurate and Complete Reporting

Some schools continue to have problems in getting staff and students to carry out safety-related responsibilities and to report all incidents required by the Safety Procedural Manual. Complete documentation of these problems remains elusive. Monitors have been told and have observed, in some instances, that not all staff carry out their responsibilities for monitoring hallways during passing periods. Some staff 'overlook' students involved in inappropriate or unsafe behavior, seemingly because they are afraid to confront these students or because filing safety or disciplinary reports are unpleasant and time-consuming, or both. Some teachers interviewed report that a lack of 'appropriate' disciplinary responses by school administrators to reports filed, has discouraged them from filing additional reports. While many schools appear to have some of these problems, there are clearly some schools which have very serious problems involving staff morale, safety and student discipline - English High prime among them.

Deputy Superintendent Peterkin and the Chief of Safety Services, have also reported some possible cases of 'false or inaccurate reports' - that is, students alledging to have been attacked or robbed by someone, but without any corroborating witnesses or evidence.

Administrators at English High and Madison Park have reported a similar phenomenon, and, further, that some students, unhappy about their school assignments and wishing to transfer out of the schools, particularly White students, exaggerate minor happenings to appear to be far more threatening than is reported by other witnesses, in order to acquire a 'safety' transfer' to a more comfortable school.

There is also a continuing problem at schools such as English High and Madison Park (which have structural lay-outs which are very difficult to supervise and monitor) with getting students to obey 'off-limits prohibitions'. Many of the robberies and assaults of students in these buildings occur in places in or around these buildings which are 'off-limits', but which students continue to frequent.

Recommendations

Boston central office and all school administrators should continue:

1) vigorously checking all schools during the year to make sure that they carry out their safety-related responsibilities for reporting all incidents required by the Safety Procedural Manual.

2) actively insisting that students and staff carry-out their responsibilities for maintaining their personal safety and the safety of others. Staff must monitor hallways, as re-

quired. Students must know all school rules and the Code of Discipline, and obey all 'off-limit' prohibitions. Both students and staff must report incidents required by the Safety Procedural Manual, and staff must file disciplinary reports as required.

September - October 1983

Total Incidents (Crimes Against Persons and Safety Related)

H - 213
M - 50
E - 13
Other - 7
Total = 283

Incidents Occurring on ARA Buses

H - 14
M - 8
E - 2
Other - 4
Total = 28

Bus Stonings - H = 0
M = 0
E = 2

Racial Incidents

H - 14
M - 3
E - 1
Total = 18

Incidents in which weapons were involved (Including robberies, assaults, altercations) Total - 73 or 26% of Total Incidents

May - June 1983

Total Incidents (Crimes Against Persons and Safety Related

H - 161
M - 62
E - 20
Total = 243

Incidents occurring on Buses

H - 4
M - 9
E - 2
Total - 15

Bus Stonings - H - 2
M - 2
E - 2
Total - 6

Racial Incidents

H - 12
M - 3
E - 1
Total = 16

Incidents in which weapons were involved (including robbery, assaults, altercations)

Total - 66 or 27% of Total Incidents

IIa

Boston School Incidents on School Property and Enroute to and from Schools

Crimes Against Persons and Safety Related Incidents* High Schools
September - October 21, 1983

School	Weapons Possession, Threats, Other	Assaults	Robbery or Robbery Attempts	Altercations (verbal & physical)	Drug & Alcohol use or possession	Trespassing	Total
English High	24 (1 Bus)	26 (2 Racial) (3 Bus)**	6 (1 Bus)	19 (1 Racial) (1 Bus)	21	1	97
Madison	2	4 (1 Racial)	6		5	1	18
South Boston High	1	6 (1Bus)		9 (4 Racial) (3 Bus)			16
Hyde Park High	2	3	3	3	1		12
Brighton High	8	1	1	2 (1Racial)			12
Jamaica Plain High	3	3 (1 Racial)		2	1		9
Hubert Humphrey Occupational Resource Center	3	3 (1 Racial) (1 Bus)	1		1	1	9
Dorchester High	3	3	2				8
Boston Tech. High		2	2	2 (1Bus)	1	1	8
Charlestown	2			1 (Racial)	2		5

High Schools (continued)
September - October 31, 1983

School IIb	Weapons, Possession, Threats, Other	Assaults	Robbery or Robbery Attempts	Altercations (verbal & physical)	Drug & Alcohol use or possession	Trespassing	Total
Umana High	2 (1Bus)	1 (Racial)	1			2	6
West Roxbury High		2	1 (Bus)	1			4
Boston Latin School		1			1		2
Burke High	1		1				2
McKinley					2		2
East Boston High				1 (Racial)			1
Boston High			1				1
Boston Latin Academy				1			1
Total	51	55	25	41	35	6	213

*Incidents listed includes: assaults, altercations, weapons, possession, illegal or controlled substances, threats, arson, robbery, trespassing and disruptions by students

excludes: false fire alarms, illness, larceny, accidental injury, accidental fires, bomb threats, vandalism

**Incidents occurring on ARA School Buses

Crimes Against Persons and Safety Related Incidents

September - October 31, 1983 - Middle Schools

School	Weapons Possession, Threats, Other	Assaults	Robbery or Robbery Attempts	Altercations (verbal & physical)	Drug & Alcohol use or possession	Trespassing	Total
Mary Curley	7	3				1	11
Cleveland	3	4 (1 Racial)	2 (1 Racial)				9
Dearborn	1	3 (1 Bus)					4
Lewenberg	2		1	1			4
Gavin	1	1 (Racial)	1	1			4
Irving		1		1			2
Edwards	2 (2 Bus)						2
Michelangeleo	1	1 (Bus)					2
Timilty	1	1 (Bus)					2
Mackey		1					1
Rogers		1 (Bus)					1
T. Roosevelt	1						1
McKay				1 (Bus)			1
Edison				1 (Bus)			1

IId

Crimes Against Persons and Safety Related Incidents

September - October 31, 1983 - Elementary Schools

School	Weapons Possession, Threats, Other	Assaults	Robbery or Robbery Attempts	Altercations (verbal & physical)	Drug & Alcohol use or possession	Trespassing	Total
Hennigan			2				2
Tobin			1				1
Murphy		1 (Racial)					1
Manning	1						1
Fuller			1				1
Lee		1					1
Agassiz	1 (Bus Stoning)						1
Trotter		1					1
Holland			1				1
Kilmer	1 (Bus Stoning)						1
Marshall				1			1
Jackson Mann	1						1
Total	4	3	5	1			13

Middle Schools (continued)
September - October 31, 1983

School IIe	Weapons, Possession, Threats, Other	Assaults	Robbery or Robbery Attempts	Altercations (verbal & physical)	Drug & Alcohol use or possession	Trespassing	Total
Barnes				1			1
King	1						1
Taft			1				1
Shaw					1		1
Lewis		1					1
Total	20	16	5	7	1	1	50

Crimes Against Persons and Safety Related - Other
September - October 31, 1983

Other incidents (off school property	Weapsons, Possession, Threats, Other	Assaults	Robbery or Robbery Attempts	Altercations (verbal & physical)	Drug & Alcohol use or possession	Trespassing	Total
ARA (School not included in report)	1	1		1		1	4
Parker Street		1					1
MBTA			1				1
White Stadium			1				1
Total	1	2	2	1		1	7

Boston School Incidents on School Property and Enroute to and from Schools

Crimes Against Persons and Safety Related - High Schools
May - June 1983

School	Weapons Possession, Threats, Other	Assaults	Robbery or Robbery Attempts	Altercations (verbal & physical)	Drug & Alcohol use or possession	Trespassing	Total
English High	8 (1 Racial)	23 (3 Racial)	12 (1 Racial)	8 (1 Racial)	4	1	56
Hyde Park High	5	7		8 (4 Racial)	1	(1 Trespassing part of other listed incident)	21
Brighton High	10 (1 Racial) (2 Bus)	1	1	4			16
Madison Park High		6	2	1		1 (3 Trespassing part of other listed incident)	10
Burke High	2	1		7			10
Boston Tech. High	4	2		1 (Racial)	1	1 (1 Trespassing part of other listed incident)	9
Dorchester High	1	3	1	3			8
Umana High	1	2	1	1		1 (1 Trespassing part of other listed incident)	6

High Schools (continued)
May - June 1983

School IIh	Weapons, Possession, Threats, Other	Assaults	Robbery or Robbery Attempts	Altercations (verbal & physical)	Drug & Alcohol use or possession	Trespassing	Total
West Roxbury High	3	2		1		(1 Trespassing part of other listed incident)	6
Charlestown High	1	2	1				4
Hubert Humphrey Occupational Resource Center	2 (1 Bus Stoning)		2				4
South Boston High	3 (1 Bus Stoning)						3
Boston Latin School		1	1				2
Jamaica Plain High		2					2
East Boston High		1					1
Copley High					1		1
Tileston		1					1
Boston Latin Academy				1			1
Total	40 (2 Racial)	54 (3 Racial)	21 (1 Racial)	35 (6 Racial)	7	4 (7 Trespassings part of other listed incidents)	161

Boston School Incidents on School Property and Enroute to and from Schools

Crimes Against Persons and Safety Related - Middle Schools
May - June 1983

School	Weapons Possession, Threats, Other	Assaults	Robbery or Robbery Attempts	Altercations (verbal & physical)	Drug & Alcohol use or possession	Trespassing	Total
Cleveland	6 (1 bus stoning)	1	3	1			11
Lewenberg	9 (1bus stoning)		1	1 (Racial)			11
Thompson	2			3	1		6
McKay	2 (Bus)	1 (Bus)			1		4
Irving		1 (Racial)		2 (1 Bus)		1	4
Gavin	2	2 (1 Bus)					4
King		1	3				4
Lewis	1	1		1			3
Wheatley			3				3
T. Roosevelt	1	1 (Bus)		1			3
Rogers	2						2
Dearborn	1 (Bus)					1	2

Middle Schools (continued)
May - June 1983

School IIJ	Weapons, Possession, Threats, Other	Assaults	Robbery or Robbery Attempts	Altercations (verbal & physical)	Drug & Alcohol use or possession	Trespassing	Total
Edwards	1			1 (Bus)			2
M. Curley						1	1
Taft		1 (Racial)					1
Wilson	1						1
Total	28	9	10	10	2	3	62

IIk

Boston School Incidents on School Property and Enroute to and from Schools

Crimes Against Persons and Safety Related - Elementary
May - June 1983

School	Weapons Possession, Threats, Other	Assaults	Robbery or Robbery Attempts	Altercations (verbal & physical)	Drug & Alcohol use or possession	Trespassing	Total
Ellis		2 (1 Racial)	2				4
Blackstone	1	1					2
Tobin	1	1					2
Fifield		1				1	2
Jackson Mann			1				1
Mather	1 (Bus Stoning)						1
Elihu Greenwood	1						1
Condon	1 (Bus Stoning)						1
S. Greenwood			1				1
Hennigan	1						1
Trotter			1				1
Longfellow	1						1

Elementary Schools (continued)
May – June 1983

School III	Weapons, Possession, Threats, Other	Assaults	Robbery or Robbery Attempts	Altercations (verbal & physical)	Drug & Alcohol use or possession	Trespassing	Total
Murphy	1						1
Stone	1						1
Total	9	5	5			1	20

DISCIPLINARY TRANSFERS - September - October 1983

Total = 6
4 - Black males
2 - Black females

2 of the cases involved assaults on staff or students

4 of the cases involved repeated disruptions and fighting

(29 disciplinary transfers for 1982-1983 - 27B, 2 W)

EXPULSIONS - September - October 1983

Total = 2
2 Black males

1 of the cases involved possession of a firearm

1 of the cases involved possession of a knife and a large amount of marijuana

4 other expulsion requests are pending

DEPUTY SUPERINTENDENT'S MEMORANDUM

No. 13, 1983-1984
September 1, 1983

DANGEROUS OBJECTS

To: Community Superintendents, Headmasters, Principals and Other Administrative Heads:

PLEASE BRING THIS MEMORANDUM TO THE ATTENTION OF ALL STAFF UNDER YOUR JURISDICTION BY MEANS OF A DATED CHECK LIST.

The 1980 Code of Discipline lists as grounds for suspension the possession of any firearm, knife, razor blade, club, explosive, mace or teargas, or other dangerous objects of no reasonable use to the student at school (Section 7.5).

Headmasters/Principals must communicate to students that the possession of any dangerous weapons or objects in school, on the way to or from school, or during school-related activities is strictly forbidden, and that violations of this rule will be dealt with appropriately. Involvement from the Student Ethnic Racial Council and Student Government should be sought in this endeavor.

In the event that a WEAPON or DANGEROUS OBJECT is confiscated the following procedures are to be adhered to:

1. EACH ITEM SHOULD BE KEPT IN THE POSSESSION OF THE ADMINISTRATOR UNTIL CONTACT IS MADE WITH A REPRESENTATIVE OF THE SAFETY SERVICE DEPARTMENT. (445-1400 or 726-6583).

2. THIS REPRESENTATIVE WILL BE RESPONSIBLE TO GIVE A RECEIPT, TAG AND TRANSPORT THE ITEM TO THE SAFETY SERVICE DEPARTMENT AT MADISON PARK HIGH SCHOOL (WITH THE EXCEPTION OF FIREARMS).

3. THE SAFETY SERVICE DEPARTMENT WILL GUARANTEE ACCESS TO THE ITEM FOR ANY HEARINGS, CONFERENCES, COURT PROCEDURES, ETC.

4. FOLLOWING ANY PARENTAL CONFERENCES, WEAPONS WHICH ARE CLASSIFIED ACCORDING TO MASS. GENERAL LAWS CHPS. 269 AS "DANGEROUS WEAPONS" WILL BE TURNED OVER TO THE BOSTON POLICE BY THE DEPARTMENT OF SAFETY.

In no instance should or will a weapon or dangerous object be returned to a student. The Department of Safety will be responsible for returning any property not classified as a dangerous weapon to parents or legal guardians upon request.

INQUIRIES REGARDING THIS MEMORANDUM SHOULD BE ADDRESSED TO MR. JOHN CHISTOLINI, CHIEF OF SAFETY SERVICES, TELEPHONE, 445-1400, 726-6583, MADISON PARK HIGH, 55 NEW DUDLEY STREET, ROXBURY, MA 02119.

Robert S. Peterkin
Deputy Superintendent
School Operations

10/17/83

Va.

DEPARTMENT OF SAFETY SERVICES

STAFFING 1983-1984

HOURS	UNIT		OFFICER	PRIMARY	SECONDARY
			GREEN ZONE		
7:15 - 3:15	31	OIC	W. Hickey	West Roxbury High	Transportation
7:00 - 3:00	32		S. Graham	West Roxbury High	W. Irving
7:00 - 3:00	33		B. Butler	West Roxbury High	
8:00 - 4:00	101		E. Conlin	Washington, Irving	
7:15 - 3:15	13	SGT.	H. Strickland	Jamaica Plain High	Transportation
7:30 - 3:30	34		J. Vasquez	Jamaica Plain High	Kennedy
7:15 - 3:15	35		P. Collins	Jamaica Plain High	Longfellow
7:00 - 3:00	36		L. Tate	Jamaica Plain High	Parkman
7:15 - 3:15	37		J. Wallace	Curley Middle	Agassiz
7:15 - 3:15	38		J. Kane	Roosevelt	Fuller
			YELLOW ZONE		
7:15 - 3:15	9	SGT.	T. Gomperts	Charlestown High	Transportation
7:00 - 3:00	39		J. Coleman	Charlestown High	Late Bus
7:15 - 3:15	40		J. Turner	Charlestown High	Blackstone
7:15 - 3:15	41		J. Fortes	Charlestown High	Edwards
7:15 - 3:15	42		H. Dea	Charlestown High	Quincy
8:00 - 4:00	43		J. Hurney	Edwards	Eliot
7:30 - 3:30	99		D. Brown	Prep	Timilty
7:15 - 3:15	98		J. DiReeno	Umana	Guild
7:15 - 3:15	44		D. Flakes	Umana	Prescott
7:00 - 3:00	45		A. Albano	E. Boston High	Barnes
7:30 - 3:30	46		J. Giardina	E. Boston High	McKay

560

DEPARTMENT OF SAFETY SERVICES

STAFFING 1983-1984

ORANGE ZONE

HOURS	UNIT		OFFICER	PRIMARY	SECONDARY
7:15 - 3:15	14	SGT.	D. Bilotas	Dorchester High	Transportation
7:30 - 3:30	47		C. Calloway	Dorchester High	S. Greenwood
7:30 - 3:30	48		W. Kelley	Dorchester High	Fifield
7:15 - 3:15	49		J. Gutierrez	W. Wilson Middle	Fifield
7:30 - 3:30	50		T. Sanabria	Marshall	Mather
8:00 - 4:00	51		J. Layton	Holland	Mather
7:15 - 3:15	52		J. Oliver	Cleveland	
7:15 - 3:15	53		W. Fredericks	Cleveland	Holland
7:15 - 3:15	18	SGT.	S. Bell	Hyde Park High	District IV
7:30 - 3:30	54		K. Winn	Hyde Park High	Chittick
7:30 - 3:30	55		G. Williams	Hyde Park High	Thompson - Taylo
7:15 - 3:15	56		V. Younger	Hyde Park High	Rogers - Channin
7:15 - 3:15	57		K. Partello	Tileston	Lee
8:00 - 4:00	58		A. Almeida	Thompson Middle	District IV
8:00 - 4:00	59		G. Smallwood	Mattahunt	
8:00 - 4:00	60		K. Baker	Lewenberg	
8:00 - 4:00	101		E. Conlin	W. Irving Middle	

BLUE ZONE

HOURS	UNIT		OFFICER	PRIMARY	SECONDARY
7:00 - 3:00	10	SGT.	M. Hennessey	English High	
7:15 - 3:15	61		K. Devlin	English High	Farragut
7:30 - 3:30	62		W. Baker	English High	Mackey
7:15 - 3:15	63		M. Correa	English High	Tobin
7:30 - 3:30	64		T. Clements	English High	
7:30 - 3:30	65		S. Ammidown	English High	Hurley
7:00 - 3:00	66		G. Guptill	Latin High	
7:15 - 3:15	67		J. Redeguiz	Tobin	
7:00 - 3:00	17	SGT.	J. Cronin	Brighton High	Transportation
7:30 - 3:30	68		W. Murphy	Brighton High	Taft
7:30 - 3:30	69		L. Catron	Brighton High	Jackson-Mann
7:30 - 3:30	70		M. Johnson	Brighton HIgh	Hennigan
7:30 - 3:30	71		N. McDougall	Latin Academy	Mackey
8:00 - 4:00	72		A. Hardaway	Hennigan	

DEPARTMENT OF SAFETY SERVICES

STAFFING 1983-1984

HOURS	UNIT		OFFICER	PRIMARY	SECONDARY
			BROWN ZONE		
6:00 - 2:00	30	SGT.	L. Allen	Technical High	
7:00 - 3:00	73		L. Higginbottom	Technical High	Mendell
7:00 - 3:00	74		J. Stewart	Technical High	Higginson - White Stadium
7:00 - 3:00	75		K. Bourque	Lewis - Ellis	
8:00 - 4:00	76		John Jones	M. L. King	
8:00 - 4:00	77		S. Williams	M. L. King	
7:00 - 3:00	15	SGT.	J. Dupree	J. E. Burke High	Bus Route
7:30 - 3:30	91		J. Finn	J. E. Burke High	Murphy
7:30 - 3:30	92		I. Thibodeaux	J. E. Burke High	Hernandez
			RED ZONE		
7:00 - 3:00	5	LT.	D. Rorie	Madison Park	
7:30 - 3:30	78		J. LaSelva	Madison Park	Bus Route
7:00 - 3:00	79		T. Giannino	Madison Park	
7:30 - 3:30	80		K. Jackson	Madison Park	Timilty
7:00 - 3:00	81		R. Kelleher	Madison Park	
7:30 - 3:30	82		A. Skrine	Madison Park	Winthrop
8:00 - 4:00	83		M. Ogarro	McCormack	Hurley
7:30 - 3:30	84		E. Johnson	Gavin	Wheatley
7:30 - 3:30	85		P. Winbush	Gavin	Trotter
8:00 - 4:00	86		A. Fenderson	Dearborn - Wheatley	
7:00 - 3:00	19	SGT.	W. Smith	HHORC	
7:15 - 3:15	87		M. Harrell	MHORC	
7:00 - 3:00	88		N. Sabator	HHORC	
7:00 - 3:00	89		S. Rogers	HHORC	Transportation
6:00 - 2:00	90		E. Knowlton	HHORC	
	93		Jos. Jones	Night Shift	
	94		P. Janey	Night Shift	
	95		P. Shaughnessy	Night Shift	
	96		C. McDonough	Safety Department	
	97		B. Jeanetti	Safety Department	
	11	SGT.	R. Durkin	Cruiser Patrol	
	12	SGT.	D. Johnson	Cruiser Patrol	
:00 - 7:00	16		R. Franklin	Night Shift - Safety Department	

VI a

THE SCHOOL COMMITTEE OF THE CITY OF BOSTON

BOSTON PUBLIC SCHOOLS
OFFICE OF THE DEPUTY SUPERINTENDENT
SCHOOL OPERATIONS
ROBERT S. PETERKIN

MEMORANDUM

TO: Frank Banks, Massachusetts Department of Education

FROM: Sid Smith, School Operations

RE: Alternative Programs

DATE: October 25, 1983

Please find enclosed a listing and description of the alternative programs now operating in the Boston Public Schools. These programs have been broken down into "Intervention" and "Comprehensive" programs. The intervention programs offer part-time support services to students who have been identified as having academic, attendance or behavioral problems. Comprehensive programs enroll students for most or all of the school day and provide academic as well as support services.

In addition to the above, please find a recent memorandum (Request for Proposals) which was circulated throughout the system. I believe this can give you a capsule view of the state of alternative education and some immediate thrusts focused on continued development. Finally, you will also find enclosed a copy of an evaluation program to be conducted during this school year.

Should you have any additional questions, please feel free to call.

/bab
xc: Dan French, Dept. of Education

Encls

26 COURT STREET, BOSTON, MASSACHUSETTS 02108 • 726-6200 EXT. 5330 AREA 617

COMPREHENSIVE PROGRAMS:

1. Another Course to College (ACC): This program, begun in 1975, and presently enrolling 200 11th and 12th grade students, is targeted at providing "late bloomers" with an intensive college-prep program. ACC has a cooperative arrangement with UMass-Boston, allowing students full access to the university's courses, programs and facilities. The program, which is open and voluntary, is located at 60 Joy Street, Boston, MA.

2. Boston Prep: This program was initiated in October, 1982 and is designed to service 100 overaged high school students who have severe academic, attendance and/or behavioral problems. The program is competency-based, providing students with an opportunity to accelerate their acquisition of school credits and shorten the time span leading toward high school graduation. Boston Prep has developed a cooperative relationship with UMass-Boston and a variety of human service agencies throughout Boston. The program is located at 60 Joy Street, Boston, MA.

3. Fenway School: This program, initiated in September, 1983 is located on the 10th floor at English High School, has a total enrollment of 115 and is open to any 10-12 grade student at English High (with a 25% referral population). The program has a strong focus on the development of a sense of community and participation, incorporates a mastery-learning planning, instruction and management system and employs numerous community resources for experiential learning activities. Fenway has a cooperative relationship with Boston University and the John Hancock Life Insurance Company.

4. New Horizons: (See Fenway) located at Martin Luther King Middle School; 100 7th grade students.

5. Home Base: This program is located at Madison Park High, was initiated in September, 1982 and is designed to service 50 students with combinations of academic, attendance and behavioral problems. The program provides an academic and support program for a majority of their students' day. Two to three periods are spent in the mainstream, with progress-tracking provided by the Home Base staff. Home Base has a cooperative arrangement with Northeastern University and the Madison Park Collaborative.

6. Log School: This program, initiated in September, 1974, is located at 220 Bowdoin Street, Dorchester, MA, and provides academic and support services to 25-30 high risk, District 5 middle school students. The program is run through a collaborative effort between District 5 and the Federated Dorchester Neighborhood Houses.

7. School-Within-School (SWS): The SWS Program was initiated in 1975 and provides full academic and support services to 75 students in South Boston High School. The program serves any student, though it does have a high concentration of moderate to high-risk enrollees. Admissions is open and voluntary.

INTERVENTION PROGRAMS

8. Comprehensive School-Age Parenting Program (CSAPP): This program was initiated in 1978 and provides instructional and support services to approximately 200 pregnant and parent teens at English and Jamaica Plain High Schools.

9. RECAP: This program was initiated in 1980 and serves five middle schools in District 3, 6 and 7. The program is targeted at students who have repeated grades, in the middle schools, at least two times. Through a contractual arrangement calling for rigid achievement, attendance and standardized test-scoring standards, students are offered an opportunity to accelerate their promotion into high school.

10. Student Assistance Center: This program, initiated in September, 1982, provides academic, counseling and instructional support services to at-risk students at English High School. The program is targeted at ninth-grade repeaters and two-time suspendees.

11. Intervention Program: This program, initiated in September, 1982, provides support, intervention and referral services to high-risk students at Jamaica Plain High School. In addition to this, the Intervention Program also conducts an Occupational Preparedness program for targeted students.

VII a

THE SCHOOL COMMITTEE OF THE CITY OF BOSTON

BOSTON PUBLIC SCHOOLS
OFFICE OF THE DEPUTY SUPERINTENDENT
SCHOOL OPERATIONS
ROBERT S. PETERKIN

MEMORANDUM

TO: Principals, Headmasters, Community Superintendents, Teachers

FROM: Sid Smith, Project Director, Alternative Education

RE: Request for Planning Proposals

DATE: October 14, 1983

Please find enclosed a brief narrative about Boston Public School alternative education programs and an accompanying "Request for Planning Proposals". In the interest of ensuring the development of the best alternative programs and identifying those teachers and administrators who have the interest, creativity and energy to work for their inception, small planning grants will be made available to individuals, schools or districts for the fall/winter of 1983-1984. These grants may be used to purchase time (substitute teachers), travel or technical assistance to assist in the development of an implementation plan and budget for an alternative school/program in your building or district. These plans will then be supported, through the Alternative Education Program, during the budget development process, for implementation in 1984-85. In addition to this, external funds, above and beyond those funds already available to the Alternative Education Program, will also be sought to provide additional seed money necessary for program implementation. Though there can be no guarantees as to the level of eventual funding, all funds available to the Alternative Education Program will be directed toward implementation of these programs.

A maximum of five (5) proposals will be approved for continued development, at a maximum initial expenditure of seven hundred fifty dollars per grant ($750). Upon approval of the proposals, additional technical assistance will be made available to grant recipients, at no cost, through the Alternative Education Program.

Ten copies of this memo have been distributed to the Faculty Senates in each school. Please make all due efforts to ensure that all teachers are aware of the availability of these funds. All proposals must be filed in the Office of School Operations, 26 Court Street, Boston, MA 02108 (attention: Alternative Education Project) no later than November 11, 1984. Proposals will be reviewed, with approval notification to be sent no later than November 18, 1984.

Any questions or requests for assistance are welcomed and encouraged. These should be directed to Sid Smith, 26 Court Street, Boston, MA 02108, 726-6200, Ext. 5337.

ALTERNATIVE EDUCATION: BOSTON PUBLIC SCHOOLS

Alternative education programs, as implemented in the Boston Public Schools, have been designed to address the needs of a broad constituency seeking stronger academic programs, a more responsive school climate, or in many cases, a setting where achievement can replace past failures and commitment can replace boredom, alienation or disciplinary exclusion.

Boston Public School alternative education programs are designed to provide students with learning environments and experiences that offer an option to the regular school program. In most cases, alternative programs are small schools or schools-within-schools offering increased programmatic control to participants, intensified teacher-student-parent interaction, continuity of program and participants across grade levels, and an integrated instructional program. These programs are designed to increase the level and rate of students' academic achievement, enhance students' feelings of worth and self-esteem and decrease absenteesim and disciplinary problems. In addition to this, these programs are designed to provide teachers and that will provide options for students and diversity within a given school's educational program. The programs are designed for any student, with a particular interest in attracting students, of all ability levels, who have been unsuccessful in the regular education program. These students represent a broad array of needs and interests, demanding innovative approaches to curriculum, instruction, resource utilization, credentialing and school organization. Alternative programs should represent a programmatic diversity providing students with real choices for their continued education.

PROGRAM DEVELOPMENT CRITERIA: SCHOOLS WITHIN SCHOOLS

proposals for the initiation of a school-within-a-school will be rated rding to the following criteria.

I. Concept: The proposed program should be defined by a theme, an instructional style, unique learning opportunities, a unique organizational/social structure or some other characteristic that distinguishes it from the regular education program. In exceptional cases, programs may be defined to address a particular population of students, though in no cases will programs be allowed to serve as exclusionary sites for students.

II. Location: The program should be housed in an attractive, separate space, preferably with separate access.

III. Basic Skills: The program should pay special attention to the development and measurement of reading, writing, computation and critical thinking skills as discrete as well as cross-discipline concerns.

IV. Curriculum: The curriculum should be comprehensive, building upon the citywide curriculum and ensuring studies in Language Arts, Math, History/Social Studies and Science (with opportunities for additional study in other disciplines).

A. Key instructional material needs should be identified as a part of the proposal development process.

B. Training/staff development needs should be identified as a part of the proposal development process.

C. Any program specific skill and content requirements, above and beyond the citywide curriculum, should be identified as a part of the proposal development process.

V. Resource Development: The program will be rated on its ability to recruit resources from business and university partners as well as volunteer and community agencies. These resources may be used as complements to the regular classroom activities as well as learning resources external to the classroom and school. Consideration should be given to non-school-based learning activities.

VI. School Support Mechanisms: The program should provide for program, student and staff support/development activities (teacher advisor program, peer tutoring, student faculty senate, group meetings, in-service training . . . .)

VII. Parental Involvement: Provisions should be made for parental participation in admissions and programmatic activities.

VIII. Student Selection: Programs should be open to all students, to be admitted on a referral basis. These slots should be reserved for students who have previously demonstrated behavior that has placed their academic progress in jeopardy, on a consistent basis (high absenteeism, truancy, repeated failures). All referrals must also be admitted on a voluntary basis, with permission from the principal, parent and program cooordinator. In all cases, the student population will reflect the home school's population, by race and ethnic origin.

IX. Size: The program will be expected to be small, with a total student population not to exceed 250 students.

X. Staff: Staffing (teachers) should occur at existing levels, unless additional staff funding will be sought through external funds. An administrator and counselor should be assigned to each program.

Student Discipline

STUDENT DISCIPLINE REPORT

Monitoring Objective

1. To review, on a semi-annual basis, a report of suspensions and expulsions at each school, with the nature of the offense, the grade, race, and sex of the students affected, and the length of time for each suspension.

Question

A. Which Boston public schools have:

   a) significant disproportionate suspensions by race?
   b) high suspension rates as compared to other Boston schools?
   c) low suspension rates as compared to other Boston schools?

Process

Suspension statistics for schools at all levels for the period of January through April, 1983, were analyzed in the July 15 Department of Education report. These schools in all three levels that had high suspension rates and/or disproportionate rates of suspension were identified. Also, those high schools that had low and even rates of suspension were identified. As statistical analysis for suspensions was only done for the period of January, 1983, through April, 1983, in the July DOE report, suspension statistics for the entire 1982-83 school year were compiled to validate previous statistical analysis and to identify any other schools with high and/or disproportionate suspension rates that were not previously cited.

FINDINGS - STATISTICAL ANALYSIS

Suspension statistics for the entire school year of 1982-1983 were analyzed to validate initial statistical analysis for the July 15 DOE report, and to determine if any additional schools not identified in the last report had high and/or disproportionate suspension rates.

At the high school level, Charlestown High continued to suspend students at almost three times the rate of any other high school, with English High having the second highest suspension rate. Boston Latin School continued to suspend Black students at two and one-half times the expected rate, while Brighton High and East Boston High suspended black students at twice the expected rate. Copley Square High, Charlestown High and the Umana School suspended Black students at a significantly higher rate than expected. Suspensions for White students at Jamaica Plain High, Burke High, Madison Park High, Copley Square High and the Umana School continued to be significantly lower than expected. The only statistic that significantly changed was that of the expected rate of suspensions for White students at Hyde Park High. Hyde Park High was the only school with a suspension rate for White students that was higher than expected. In analyzing suspension statistics for the entire school year, the suspension rate of the school dropped down to be the expected rate. The suspension rates for White students at West Roxbury High, Boston Latin Academy and Boston Technical High were all slightly above the expected rate, but none of them significantly so.

At the middle school level, the Edwards Middle School continued to have a suspension rate two and one-half times that of any other middle school, while the Roosevelt Middle, Michelangelo Middle, and the Gavin Middle had suspension rates high enough to merit on-site monitoring. The Roosevelt Middle, Michelangelo Middle, Gavin Middle and Thompson Middle also had significantly higher rates of suspension than expected for Black students.

At the elementary level, the McKay Elementary School continued to have the highest suspension rates, while the Eliot Elementary School ended the school year with a suspension rate high enough to also require on-site monitoring.

Thus, statistical analysis for the entire school year of 1982-1983 validated all statistical analysis presented in the previous report, with the exception of Hyde Park High School. Those schools cited will continue to receive on-site monitoring.

Statistical analysis will continue to be completed as suspension statistics for the school year 1983-84 are compiled. These statistics will be analyzed to determine if those schools with high and/or disproportionate suspension rates have lowered these rates, and to identify other schools not already cited that might have high and/or disproportionate suspension rates for the school year 1983-84.

Monitoring Objectives

2. To determine, on the basis of these reports, whether the Code of Discipline is being followed consistently, and whether apparent patterns of inequitable treatment persists.

3. To monitor on site, if necessary, schools in which there are apparent patterns of inequitable application of the Code of Discipline.

Question

B. What school factors contribute to the above-identified rates of suspension; e.g., school climate, staff attitudes, methods of discipline, multiple suspensions for a small number of students? (January/July 1984)

FINDINGS ON DISCIPLINE PROBLEMS

Although discipline is administered more equitably than in the past, and although new programs and staff exist that address discipline, significant discipline problems still remain in those schools visited. These discipline problems were found more at those schools identified as having high and/or disproportionate (by race) suspension rates. Discipline problems were cited as existing in many forms: class cutting, tardiness, disruptive behavior, vandalism, graffitti, robbery, assault,and possession of weapons. On-site monitoring revealed several causes for these discipline problems.

First, at some schools, especially at Boston Latin School, Hyde Park High, and West Roxbury High, there is a noticeably small number of Black and Hispanic administrators in positions of leadership. This absence of role models could lead to additional discipline problems for some Black and Hispanic students. The Headmaster at West Roxbury High denied that it created a problem; however, it should be noted that the addition this year of Black and Hispanic administrators at the Edwards Middle, Brighton High, Charlestown High and Boston Latin have all produced greater sensitivity to discipline issues and have had a positive impact on school climate (the sensitivity of each individual should also not be overlooked).

A second factor that contributed to discipline problems was that many staff noted (and again, it seemed most prevalent in those schools with high and/or disproportionate suspension rates) that certain White teachers take a confrontative approach with Black and Hispanic students, especially Black males. Many times, a confrontative approach by a White teacher when dealing with a Black male student may escalate a minor discipline problem into a major one. Other staff noted that certain other White teachers (and this was also observed by the monitor) withdraw from dealing with a Black male student who is being disruptive, thus giving that student a message that his inappropriate behavior will not be addressed.

A third factor is that school staff noted that black students in these schools might be more likely to have discipline problems or be caught in possession of a weapon because they fear for their personal safety. Especially at Charlestown High (although it is being addressed by the new Hispanic Assistant Headmaster) and the Edwards Middle (which has a Black Headmaster), students interviewed stated this as an issue.

Fourth, it was observed in all schools visited that those students who experience academic frustrations are the students who are most likely to experience discipline problems. Staff members in these schools stated that a large group of students come into the middle and high schools with a lack of basic skills in language arts, math, and study skills, and therefore experience a high degree of frustration when faced with academic work they do not understand and cannot complete. This high level of frustration often translates into behavior problems and may result in a suspension. Many teachers stated that on test days, there is a higher rate of discipline problems than on other days because students act out their frustration at not being able to complete the test. At Charlestown High, it was noted that the median reading level of incoming ninth graders was 6.3 with many students reading between the 1st and 4th grade level. This lack of skills creates a greater likelihood of discipline problems.

One consequence is that many of these students end up repeating grades two and three times. At Hyde Park High, the Headmaster stated that out of 287 freshmen, 80 students were repeating the grade (and this was a common proportion throughout all schools visited). Few programmatic changes (class changes, remedial classes, tutoring services, counseling services) are employed in any school to provide support services or incentives to these repeating students. Students who were repeating a grade were, consequently, more likely to become frustrated and continue their cycle of disciplinary infractions (see Safety and Security report).

Fifth, most students having academic and/or behavioral problems do not receive adequate support services from the school. Teachers cited a severe lack of materials, especially textbooks and mimeo paper, which restricts the amount of homework and classwork that can be assigned. In addition, many teachers cited overcrowded classrooms of 37, and even up to 44 students. Overcrowded classrooms, coupled with a lack of materials, severely curtails the efforts of even the most dedicated teacher to respond adequately to those students with additional academic and/or behavioral needs, thus creating additional discipline problems.

In most schools visited, school staff cited that many teachers lacked a sensitivity to students, a non-confrontative concept of behavior management, and a creative approach to curriculum. Many teachers interviewed stated that they were disillusioned with education, that they lacked energy for the job, and they remained in teaching only for the salary and the job security. One teacher stated, "How do you expect me to really teach when I have a classroom full of 35 animals?" - an attitude unlikely to create a positive learning environment.

It should be noted, however, that teachers who felt this way cited specific causes for their disillusionment: the massive layoffs, unexplained transfers from school to school, and the position taken by the School Committee in contract negotiations. Teachers wonder how they can be expected to promote higher student test scores when teacher-student ratios are increasing, shortages of materials are worsening, and the number of students with academic and behavioral problems is growing.

For students with academic and/or behavioral needs, there are few support services outside of the classroom to assist them. Guidance counselors are generally ineffective. Most of them, when they have time for counseling, focus on college-bound students. Those guidance counselors who do have a sensitivity towards students with academic and/or behavioral problems are bogged down in caseloads that are, at a minimum, 300 students.

Other support services within most schools are generally lacking (although additions cited previously have helped). Most schools have experienced a cutback in support services to students in need (tutorials, remedial classes, counseling services). This also restricts the alternatives to suspension at the disposal of each school.

The sixth and final factor is that staff cited a general lack of parental involvement in the education of many students who are experiencing behavioral problems. Staff stated that most parents come to the school only once. Parental involvement was cited as a key to student academic achievement and appropriate behavior.

Most importantly, all staff emphasized their belief that among those students having academic and/or behavioral problems, there is a percentage (estimated between five to ten percent of the student population in each school) that, given the limited resources and support services available, the schools cannot serve. This group is described as those students who are habitual non-attenders and habitual offenders. These students were cited as continually committing offenses of disruptive behavior, cutting classes, tardiness, leaving school grounds, and other behaviors that both result in the student being suspended and disrupting the education of other students.

It was stated by some staff that a number of students in this group were forced to be in school yet did not want to attend. These students included those who were told by a juvenile court judge to attend school or face incarceration, and those students who have to attend school in order for their parents to receive welfare benefits. Teachers understandably find it difficult to motivate these students if they do not want to attend; thus, they usually become discipline problems.

Staff felt that this group of multiple offenders was responsible for most of the discipline problems within each school. (This was also cited statistically in the DOE report.)

Staff members stressed the need for alternative programs in which to place these students. This would provide a better chance for these students to succeed, as well as improve the school environments of the sending schools by removing a disruptive element. One administrator stated, "I want to run a school where kids can learn and not be disrupted by a small group of students." Another administrator stated, "You can't force district and magnet high schools to be the alternatives."

One of the few options available to Headmasters for students with habitual discipline problems is a limited number of inter-district disciplinary transfers. This was seen by this monitor as adding to the problem more than providing a solution. There are no additional services in the receiving school to help that student than are in the sending school. In addition, students were transferred with a "clean slate"; that is, disciplinary records are not sent to the receiving school. Consequently, receiving schools have little information about the incoming student and so cannot adequately address the student's educational needs. This procedure may endanger the receiving school, as evidenced by the transfer of a student at Hyde Park High (who was found to be carrying dynamite in the school) to English High without the English High administration knowing of the incident.

Another option is "social promotion." Administrators at the middle school level admitted that they socially promote students to high school. They argued that when students become 16, 17, and 18 years old, they pose a major disruptive influence in the school. Few, if any, alternative programs exist, so that it is in the school's best interests to promote such students. Teachers stated that administrators sometimes promoted students who did not deserve to be promoted, yet they recognized the dilemma of not being able to offer these students adequate services.

All schools stressed the need both for increased support services within schools and for the development of more alternative programs for students who are not benefitting from the district or magnet high school program.

Question

C. Is the Code of Discipline being consistently enforced, especially regarding suspension rates and alternatives to suspension, in these schools? (January/July 1984)

Process

Those schools that were cited as having high and disproportionate (by race) suspension rates, as well as those schools having low and proportionate (by race) suspension rates, were visited on-site. These schools were visted to analyze all school factors (for example, school climate, staff attitudes, disciplinary procedures, numbers of students who have been suspended multiple times) that contributed to the suspension rates.

The following is a breakdown of those schools that received on-site monitoring:

SCHOOLS WITH HIGH AND/OR DISPROPORTIONATE SUSPENSION RATES

Brighton High School
Charlestown High School
Boston Latin School
English High School
Hyde Park High School
Madison Park High School
Edwards Middle School
Thompson Middle School

SCHOOLS WITH LOW AND EVEN SUSPENSION RATES

South Boston High School
West Roxbury High School

All on-site monitoring included interviews with administrators, teachers, guidance counselors, and students (especially those students who had been previously suspended multiple times). School factors in schools with low and/or even suspension rates were compared to school factors in schools with high and/or disproportionate suspension rates to identify those school factors that contribute to a constructive learning environment. We also wished to identify existing successful alternatives to suspension. Finally, those schools with high and/or disproportionate suspension rates were also monitored to find out what, if anything, they had done to respond to being cited in the July 15 DOE report. Because of time constraints, three schools (East Boston High, Roosevelt Middle, and McKay Elementary School) that were cited in the report were not monitored on-site. These schools will all receive on-site monitoring this winter and spring.

FINDINGS

THE CODE OF DISCIPLINE, SCHOOL-BASED RULES AND REPORTING OF SUSPENSIONS

There are still widespread inconsistencies throughout the middle and high school levels in understanding and administering the Code of Discipline. Many schools, like Charlestown High, suspend students without first exploring all alternatives to suspensions. Other schools, like the Edwards Middle, suspend students because not enough alternatives to suspension have been developed. Those schools interpret section 7.0 of the Code (grounds for suspension, longterm suspension, transfer or expulsion) without flexibility, almost automatically suspending those students whose cases fall under section 7.0. On the other hand, South Boston High and West Roxbury High take an individualized approach to suspension, and use the latitude and flexibility provided within the Code to explore alternatives to suspension.

One cause of these findings may be that the Code of Discipline is cumbersome and lengthy, and therefore difficult to interpret. It is also apparent that the spirit of the Code and the consequences for specific offenses need to be more clearly defined. In addition, there is a need to clarify administrative practices in exploring alternatives to suspension before actually suspending a student.

This problem of inconsistency seems to have been exacerbated by the Code of Discipline not being distributed to schools until the second or third week of October, despite a memorandum dated September 1, 1983, from Superintendent Spillane stating that the Code would be distributed to all schools no later than September 15, 1983. The delay makes it difficult for students, teachers, and administrators to observe and enforce the contents of the Code at the beginning of the school year.

Additionally, the timeline for the development of school-based rules complicates the establishment of discipline. In the same memorandum, Superintendent Spillane stated that school-based rules should be reviewed and changes made by November 11, 1983. The development of new rules for a school in the middle of a school year makes the likelihood of creating misunderstanding and additional discipline problems greater than if new rules were developed towards the end of each school year and implemented at the beginning of the following school year.

The Code of Discipline states that the "establishment of school-based rules is for non-suspendable offenses only) and the development and consideration of non-exclusionary solutions to violations of school-based rules and where possible violations of section 7.0 of the Code (Suspendable Offenses)." Yet, certain schools included suspendable offenses in the development of their school-based rules, indicating a misunderstanding and need for further training concerning the Code. For example, the handbooks at Charlestown High, Madison Park High, and the Edward Middle School all contain sections stating that a student may be suspended for cutting a class. Technically, the Code of Discipline permits suspensions for cutting classes, but only after excessive cutting has occurred and the school administration has exhausted all alternatives to suspension.

There is a widespread belief among staff that many schools do not consistently and accurately report all suspensions. Many staff claim that certain administrators, instead of suspending a student, may send him/her home for the day to "cool off" and not record it as a suspension. One student at West Roxbury High that the monitor spoke to claimed that she was found in the parking lot out of class and was sent home for the day without actually being suspended. This story was corroborated by a school administrator, who justified it by saying that this student had not reported to homeroom, was loitering around the school, was not considered to be attending, and therefore was sent home for the day. Similar incidents were claimed to be common practice for some schools throughout the system. However, it is difficult to verify these claims.

This practice, if it exists, could be the result of a general perception among most schools administrators that the number of suspensions reported to the central administration is used to determine which schools are succeeding and which are failing. It is important that both central administration and the schools perceive that consistent and uniform reporting of suspensions is essential to the smooth operation of the school system. Schools that report high or disproportionate suspension rates are not necessarily using unfair practices in administering discipline. High suspension rates may indicate that a discipline problem does exist in that school, and that possible additional resources need to be allocated to deal with the problem.

Questions

D. Of those schools identified as having either (1) high suspension rates or (2) significant disproportionate suspensions by race, what steps is Boston taking to identify causes for these problems and identify solutions? (January/July 1984)

E. Can the success of any of these solutions be documented? (July 1984)

F. What alternatives to suspension, taking into account all school factors, could identified schools employ that they aren't (July 1984)

SCHOOLS WITH HIGH AND/OR DISPROPORTIONATE SUSPENSION RATES

Eight schools were visited under this category. Following is a description of each school, listing school factors that might contribute to the school's suspension rate and programmatic changes the school has made to address these suspension rates.

CHARLESTOWN HIGH SCHOOL

Charlestown High School was cited for having the highest suspension rate in the system and a disproportionate rate of suspension for Black students. Last year, students were suspended consistently for tardiness and class cutting. Administrators did not fully utilize alternatives to suspension. The rationale was that the school's climate was neither orderly nor one which promoted learning, and that order was needed to establish an atmosphere for learning. The administration believes that a small group of students was responsible for disrupting the educational environment. One administrator stated, "I don't care about those students; I care about the ones who want to be here. I can't do anything for those students who don't want to be here."

The Housemaster responsible for most of these suspensions (by his account) justified their approach by noting that tardiness was cut from 75 students per day to 25 students, and that there was both a high student and teacher attendance rate, presumably because students felt safer and teachers felt supported. It was also stated that black students were suspended more because they perceive that it is a "White school in a White neighborhood" and therefore do not feel safe, consequently, they have more discipline problems.

However, this is a clear violation of the Code of Discipline. Nowhere does it say that a student may be suspended for cutting one class or being tardy. Further, suspension cannot be used as a panacea in solving the problems of a school. The school has few alternatives to suspension (although it must be noted that requests for additional resources to create these alternatives have been submitted several times to the central administartion, with little response).

There are, however, significant improvements in the school climate. The suspension policy has improved because the Office of School Operations has told the school administrators that they must lower the suspension rate. At the same time, the assignment of a new Hispanic Assistant Headmaster, with a psycho-educational approach, has helped the school. The guidance counselor staff has increased by one, and the school has two Boston University School of Education interns to aid in counseling. A process has now been set up so any student who is suspended has to see a counselor upon returning to school. In addition, students consistently receiving detention are referred for counseling. A Teacher Advisory Program for ninth graders, adapted from the Cambridge Rindge and Latin High School model, has been implemented to provide orientation, support and study skills to freshmen. Staff development in behavior management is being planned, as well as a peer counseling and a peer tutoring program.

ENGLISH HIGH SCHOOL

English High School was cited for having a high suspension rate. A number of factors contributed to discipline problems there: cuttting classes and wandering throughout the building, high teacher absenteeism, the structure of the building, and difficulties this structure presents to effective monitoring and management. Students were observed going up the down escalator and vice versa, wandering in the halls during classes, and being both loud and disruptive.

The school needs to address why so many students wander the halls and cut classes. There needs to be continued focus on building a constructive educational program. The administration is cutting down on suspension (because of pressure from the Office of School Operations), but staff members who were interviewed do not feel supported by the administration in dealing with discipline.

There are, however, significant improvements in the school program. The new Assistant Headmaster has helped to standardize discipline procedures. The school has created a new position, Discipline Officer, and this person meets with all students returning from suspensions, and regularly confers with teachers regarding student discipline problems. The new alternative program, the Fenway School, is an excellent program that serves the needs of 110 students. In addition, the ninth grade Cluster Program and the Collaborative Program provide small group and individual counseling, and academic supports, to students, thereby lessening the sense of overwhelming size and lack of identity the school engenders.

BOSTON LATIN SCHOOL

The Boston Latin School was cited for suspending Black students two and one-half times the expected rate. Many factors were identified as contributing to the disproportionate suspension rate. The new Assistant Headmaster should be commended for trying to identify these factors and develop programmatic solutions. (See the examination school report on discipline and attendance findings for a complete report.)

BRIGHTON HIGH SCHOOL

Brighton High School was cited for suspending Black students at twice the expected rate. Reasons given for this rate were the lack of visibility to students of the previous administration and a discipline policy that dealt with the "incident not the individual."

The new administration of Brighton High should be commended for adopting an approach of high visibility to students and staff, caring for students, and maintaining high expectations of students. The discipline policy emphasizes conflict resolution, not confrontation, yet also supports teachers. Teachers who were interviewed expressed great confidence in the new administration and responded with high teacher visibility in the hallways during class changing time. Staff members meet regularly to talk about discipline problems and discuss resolutions. The school has a skill of the month that is taught interdepartmentally to address academic needs. Finally, the Health Careers Collaborative and the Job Collaborative give students more meaningful education programs.

HYDE PARK HIGH SCHOOL

Hyde Park High School was cited for a high incidence of crime and violence and a suspension rate for Whites that was higher than expected. Administrators stated that the reasons for these high rates were that the Thompson Middle School allegedly socially promotes students that are overage and have discipline problems, that certain White staff address discipline problems in a confrontive and provocative manner, and that five to ten percent of the students are "criminals" and come to school solely to commit crime.

The Headmaster, although seen as accessible by other administrators, was not seen as such by the teaching staff who were interviewed. These teachers felt little support from the administration. The Headmaster seemed more concerned with keeping the halls quiet (which is important) than with the educational causes of many of the discipline problems the school faces. Although the Headmaster had created many incentives for students to do well, there are few programs developed for the student with behavioral and/or academic problems, or the student labelled as "criminal." The Headmaster stated that he did not believe in either alternative programs or allowing outside agencies within the school building. Morale seemed especially low and disillusionment high at this school.

The Headmaster should be commended for creating work-study incentives for students to do well. The school has one of the best work/study and job placement programs in the system. The school also offers a considerable number of college scholarships to students. The Headmaster cites this incentive approach as resulting in one of the best attendance records for district or magnet high schools last year.

MADISON PARK HIGH SCHOOL

Madison Park High School was cited for having a high suspension rate and for having a high incidence of crime and violence. In interviewing staff at the school, and from this monitor's observation, the main problems are the geographic location and architecture of the school. Geographically, the school is located near Dudley Station and is connected to the Occupational Resource Center. It is difficult to control unwanted access to the school. This is especially difficult because the school is composed of five buildings, some of which are not directly connected. It is very easy for a student to cut a class and duck into one of the many nooks and crannies on the plaza. Because of this, in past years there have been many instances of crime and violence, and students (according to a survey conducted by the school) had developed feelings that the school was unsafe. Administrators also cited the large staff turnover because of teacher lay-offs as contributing to the feeling of lack of control over the school.

There have been a number of positive changes at the school. A new Assistant Headmaster was hired who focuses specifically on school climate issues. Staff committees were formed to address student activities, multi-cultural education, in-house detention programs, and safety and security policies. Also, a new Assistant to the Headmaster was hired who has focused primarily on student activities. Some of the student programs that exist are the Challengers Program (an outward bound program), an Honor Society, an active Student Council, and a group of students who broadcast announcements and music to students during lunch periods. All student group coordinators meet monthly. Other programs that have been created that help address discipline issues are the ninth grade Cluster Program, the Collaborative Program, the Home Base Alternative School (serving 50 students), and a collaboration by the Department Heads to develop interdepartmental curriculum on job preparation, study skills and multicultural concerns. Also, students who return from suspensions are given a progress report in order to let them know how they are doing in school. (The administration cites an increase in attendance and a decrease in students wandering around the halls as a measure of their success.) The entire staff is to be commended for their efforts.

Yet, despite these efforts, it was learned that 900 warning notices (approximately 50% of the student population) were mailed to students for the first term of this school year. It was also noted that students may be suspended for cutting a class and for not having a pass, both questionable interpretations of the Code of Discipline.

EDWARDS MIDDLE SCHOOL

The Edwards Middle School was cited for having the highest suspension rate of any middle school. The reason for this high rate that was given by staff and students was that the administration did not administer discipline consistently or fairly last year, resulting in increased discipline problems. The administration then attempted to bring the school under control by means of increased suspensions. Staff also cited that the school had a large number of repeaters because of behavioral, academic and absenteeism problems, and few support services existed in the school for these students, and they thus became discipline problems.

This year, there is a new Headmaster at the school. He is viewed by both staff and students as fair and equitable, and thus has received more respect and support. The school seemed to be orderly and controlled. However, the school must address problems of high suspension rates and lack of alternatives to suspension. Suspension must not be a panacea for students with behavior and/or academic problems. There is an almost total lack of alternatives to suspension in the school, and the Headmaster seemed to focus little attention on developing these alternatives.

THOMPSON MIDDLE SCHOOL

The Thompson Middle School was cited as having a fairly high suspension rate and having a high incidence of crime and violence. All staff interviewed stated that the reason for the rates was the spillover of neighborhood fights and crime into and directly outside of the school building.

The security guard at the school should be commended for establishing positive relationships with the neighborhood, and thus convincing intruders to stay away from the school. This year, the school has two Housemasters who focus on issues of discipline, and both should be commended for establishing a respecting, caring and consistent atmosphere in the school. The school has an active Student Council and RESC which helps build student participation in the school. And the school has created an in-house detention program, staffed by teachers, that operates every period for students having problems during the school day.

However, the overall atmosphere created by the Headmaster was cited by staff to be a problem: that it is difficult to communicate with the Headmaster and that he can sometimes be abrasive with staff and parents. Staff cited that this has led to high teacher turnover (mostly among White staff. The school's present staff is more than 50% Black.) This communication problem and negative atmosphere must be addressed before substantial changes in the school climate can occur.

SCHOOLS WITH LOW AND EVEN RATES OF SUSPENSION

South Boston High and West Roxbury High were the two schools that had low and even rates of suspension. These schools were visited in order to determine factors that may contribute to low and fair rates of suspension. This is not to say that other schools (including those schools with high and/or disproportionate suspension rates) have not created or employed some or all of these factors identified in these two schools. Nor is it the case that these two schools do not have other problems. But, factors identified in these two schools can be suggestions to other schools as a means to lower their suspension rates and employ alternative means to suspension.

It was the finding of this monitor that the low and even rates of suspension at both West Roxbury High and South Boston High reflected, for the most part, the positive learning environment at each school. (It is interesting to note that both these schools were identified by staff in other schools visited as two of the schools that were inconsistent in administering and reporting suspensions.) As noted in the July 15 DOE report, these two schools were also highest on the first preference list for incoming ninth graders.

Both schools have administrators who are visible to the student body. Administrators are viewed by students and staff that were interviewed as accessible and open-minded. Discipline was viewed as fair. Yet, each student was dealt with individually, taking into account the circumstances and each individual's background. Both schools placed an emphasis on prevention, mediation, and behavior change. Administrators made it a practice of sitting down with individual students and resolving problems. An example of this process is that at West Roxbury High School, a student who was cutting classes excessively was not suspended, but instead asked to agree to sign a contract which the Headmaster also signed, stating that she would attend all classes.

In addition, the staff at both schools seemed to feel that they were supported by the administration. Teachers felt that if they had a problem with a student, the administrators would usually be available to help resolve the problem. Conversely, the administrators expected, and the teaching staff accepted, that teachers would attempt to first deal with discipline problems themselves, and rely on the administrators for help when the attempt failed.

Another factor that seemed to contribute to a more positive learning environment was a high degree of parental contact. Students who were absent were usually called, and parents of students having academic or behavioral problems were always encouraged to come in for a parent conference. At South Boston High, home visits are made to encourage students who have been absent to attend school.

At South Boston High, a Pupil Problems Committee exists, composed of the Assistant Headmaster, the two Student Advisors, a guidance counselor, the registrar, the Special Education coordinator, a representative from a social service agency, and a psychologist. The committee meets once every week to discuss students that are having discipline problems or are in crisis. Having representatives from so many different sectors of the school, the student's problem can be discussed completely and comprehensive measures may be planned. Many times, the student is connected with one of the many social service agencies with which the school has formal ties. This linkage with social service agencies is extremely beneficial to the school.

South Boston High also has an in-house suspension program, called the Student Planning Center, which is staffed by a teacher. Here, the student receives a consequence for his behavior, yet also receives academic assistance and counseling.

Both schools had special programs that also helped address discipline problems and foster a positive learning environment. At West Roxbury High, the School Volunteers run a peer tutoring program in which sixty-four students are enrolled and attend. This program occurs during the school day, thereby increasing its success rate. West Roxbury High also has an activity period the last period of every Tuesday and Thursday. At this time, special activities are held for which students can choose (or not choose) to attend. Yet this is also when a teacher can assign detention or a staff member can request a student for extra counseling and/or tutoring.

At South Boston High, teachers have written numerous grant proposals to set up special programs. A home economics program exists that runs a small restaurant for staff and visitors. The school has a Reading and Writing class that everyone is required to take. And the school has an after-school oral history writing program that produces the magazine, Mosaics.

Another factor that is essential for developing a positive learning environment, which both schools have, is staff stability. Staff members know each other and learn how to work with each other. This has a better effect on staff morale than when teachers do not know where they are going to be working from year to year, or when their colleagues are regularly transferred.

However, the most important factor, as stated before, is the tone set by the administration. Both administrations should be commended for providing an open, responsive and individualized approach to student discipline.

At the same time, South Boston High needs to continue to address the issue of safety and security outside the building, and of establishing more interaction between students of different ethnic groups. Students interviewed still felt that most conflicts within the school occur between students of different ethnic groups. Also, the problem of the janitorial staff and the abysmal state of cleanliness of the building must be addressed. (See Safety and Security report.) The Headmaster of West Roxbury High, while he is open to the suggestions of his staff and students, needs to also consider new ideas from outside the school. Again, students at this school also expressed that most conflicts occur between students of different ethnic groups, and hence, the need for more focus on interaction between all students.

Commendations From On-Site Monitoring

The Office of School Operations is to be commended for continuing to emphasize the development and distribution of the Code of Discipline. The revisions of the Code, and a superintendent's memorandum dated September 1, 1983 requesting uniformity in all schools in the presentation of the Code and the development of school-based rules, indicates concern for bringing uniformity to discipline procedures while also allowing flexibility through the development of school-based rules. In addition, all schools should be commended for having reviewed, or being in the process of reviewing, school-based rules.

Most schools are administering due process more fairly than in past years. Most students receive a suspension hearing if suspended. Specific channels of discipline have been established to help standardize, and therefore make more objective, the administration of discipline.

Additional staff and the creation of new positions appear to be helping resolve discipline problems. Many schools received an additional assistant headmaster. Most schools now have an assistant headmaster in charge of discipline. This allows an administrator to focus specifically on discipline issues, while enabling the headmaster to both focus on other school climate and curriculum issues and serve as an objective arbitrator when and if a suspension case requires further intervention.

Many schools have more security guards (although South Boston High School has less) and they are generally regarded as better trained in interpersonal interaction and conflict resolution than in the past. This then changes the nature of their interactions from one of confrontation to a more constructive one.

Department heads are now strictly managers and they have been relieved of most or all teaching duties. This is the first year there will be an effective teacher evaluation process, which could result in greater teacher accountability (and therefore less behavior management problems), increased curriculum development, and better inter-departmental communication and collaboration. It remains to be seen, though, whether a fair, uniform, and constructive means of teacher evaluation is instituted. Many teachers also expressed concern that certain department heads are not qualified, and do not have the skills to provide curriculum and behavior management resources, and that there is not a clear process of accountability of department heads.

In addition, the appointment of School Development Officers may improve school climate and thus, discipline. These staff members are charged with developing programs that involve students experientially.

The Boston Compact has also aided discipline problems in schools. By providing both job exposure and actual jobs to each school, the Compact has brought additional resources to the schools. Students who may otherwise be discipline problems have been drawn into the school program through the incentive of a job.

And finally, the Alternative Schools Director is to be commended for the development of alternative educational programs for students whose needs are not being met in district or magnet high schools. (See the Safety and Security Report for further details on these efforts.) The continued development of these programs is vital to the success of all schools in Boston.

In general, though, it is the tone set by the school administration that greatly determines staff performance (and thus behavior management) and students' expectations, and consequently, issues of discipline. Each school develops its own personality, and these personalities vary greatly from school to school. In general, those schools whose administration have a policy of sensitivity, open communications, and giving students a sense of pride and responsibility, as well as establishing clear expectations and consequences, have greater success with discipline.

RECOMMENDATIONS

Although there have been efforts by the central administration to create alternatives to suspension and bring uniformity to administering discipline, and although individual schools cited for high and/or disproportionate suspension rates have made some programmatic changes, there still remains a great deal of inconsistency in the administering of discipline and some possible violations of the Code of Discipline. There also seems to be a percentage of the school population in each school that, because of academic and behavioral problems, are also discipline problems. Little is being done to serve this group of students. This also results in the rest of the school population not being adequately served because of disruptions in the educational process. Therefore, the following recommendations are given:

1) There needs to be an increase in the number of Black and Hispanic administrators in schools where they are lacking;

2) There should be in-service training for all schools on non-confrontative approaches to behavior management;

3) The caseloads of guidance counselors should be reduced;

4) Additional support services need to be created in all schools that address the needs of students with academic and behavior problems;

5) Alternative programs (inside and outside existing schools) for students who are not benefiting from district or magnet school programs should continue to be created;

6) Class size should be kept at the mandated maximum. If this is not possible in a school, additional staff should be assigned to the school;

7) Adequate textbooks and materials need to be provided to every school;

8) Parental outreach programs need to be created and/or increased in every school;

9) The policy of disciplinary inter-district transfers needs to be ended;

10) The Code of Discipline should be distributed by the beginning of the school year;

11) School-based rules should be reviewed towards the end of each school year and distributed at the beginning of each school year; these rules should not contain suspendable offenses;

12) Alternatives to suspension need to be developed and established as practice in every school;

13) The Code of Discipline should be revised to be more understandable and more clearly defined; all schools should apply discipline as defined within the Code;

14) Every school should consistently document and report suspensions; the practice of sending students home without suspending them should be stopped.

15) Each school should develop a program of remediation to address students repeating grades;

16) More alternative programs should be created at English High School in order to address the structural problem of the building.

ANALYSIS OF HIGH SCHOOL SUSPENSIONS BY RACE

The chart prepared for this analysis includes the following information:

Column	
A	All Boston high schools (Latin Academy, Latin School, and Umana include grades 7-12; the others grades 9-12)
B	Number of Black students, followed by Black percent of total enrollment
C	Number of suspensions of Black students, followed by Black percent of all suspensions
D	Percent of Black suspensions divided by percent of Black students (1.00 would indicate that Black students are suspended at exactly the rate that their proportion of total enrollment would predict, while 2.00 would indicate suspensions at double the expected rate, and .5 at half the expected rate)
E-G	same information as B-D, for white students
H-J	same information as B-D, for other minority students
K	Total enrollment of each school
L	Total suspensions for each school
M	Total suspensions divided by total enrollment; this is a measure of how frequently suspensions are necessary or resorted to (only closer analysis can determine whether suspensions are resorted to with excessive - or insufficient - frequency, and this analysis will be carried out during 1983-84)

All suspensions data was for the school year 1982-1983.

SCHOOL	B	C	D	E	F	G	H	I	J	K	L	M
	Black	Black	Black	White	White	White	Other	Other	Other	Total	Total	Total
Brighton High	441	142	2.03	222	22	0.65	437	11	0.15	1100	175	0.16
	40	81		20	13		40	6				
Jamaica Plain High	476	152	1.40	160	12	0.06	308	53	0.88	944	217	0.23
	50	70		17	1		33	29				
West Roxbury High	747	57	0.97	509	46	1.13	56	1	0.25	1312	104	0.08
	57	55		39	44		4	1				
Hyde Park High	738	63	1.03	230	19	1.00	18	0	0.00	986	82	0.09
	75	77		23	23		2	0				
Jeremiah E. Burke High	548	140	1.15	71	5	0.27	54	6	0.50	673	151	0.22
	81	93		11	3		8	4				
Dorchester High	646	90	1.14	126	15	1.00	110	4	0.23	882	109	0.12
	73	83		14	14		13	3				
South Boston High	371	49	1.38	295	26	0.97	247	10	0.42	933	85	0.09
	42	58		32	31		26	11				
Charlestown High	346	809	1.81	210	259	0.95	400	181	0.33	956	1249	1.31
	36	65		22	21		42	14				
East Boston High	255	28	2.13	742	24	0.62	55	3	1.00	1052	55	0.05
	24	51		71	44		5	5				
Boston High	446	68	1.49	192	12	0.63	175	3	0.14	813	83	0.10
	55	82		24	15		21	3				
Boston Latin Academy	421	14	1.11	635	20	1.08	155	2	0.46	1211	36	0.03
	35	39		52	56		13	6				
Boston Latin School	422	92	2.40	1346	92	0.76	381	7	0.22	2149	191	0.09
	20	48		63	48		18	4				
Boston Tech High	531	53	1.27	314	26	1.03	235	7	0.36	1080	86	0.08
	49	62		29	30		22	8				
Copley Square High	278	20	1.72	144	2	0.32	99	0	0.00	521	22	0.04
	53	91		28	9		18	0				
English High	1213	741	1.27	431	142	0.68	317	51	0.31	1961	934	0.48
	62	79		22	15		16	5				
Madison Park High	1233	281	1.19	500	50	0.52	397	76	0.95	2130	407	0.19
	58	69		23	12		19	18				
Umana School	491	144	1.59	292	26	0.48	210	15	0.40	993	185	0.19
	49	78		29	14		22	9				

ANALYSIS OF MIDDLE SCHOOL SUSPENSIONS BY RACE

SCHOOL	Expected Rate of Suspension			Total Suspensions Divided by Enrollment
	Black	White	Other	Total
Edison	1.03	0.91	1.07	0.05
Taft	1.29	0.00	1.33	0.01
Curley	1.33	0.58	0.85	0.19
Lewis	1.24	0.73	0.43	0.14
Roosevelt	1.70	0.88	0.30	0.45
Irving	1.66	0.48	0.28	0.25
Lewenberg	1.08	0.83	0.00	0.11
Shaw	1.17	0.89	0.00	0.07
Roger	1.48	0.12	0.00	0.04
Thompson	1.71	0.11	0.11	0.44
Cleveland	1.35	0.13	0.62	0.05
Holmes	1.24	0.68	0.00	0.02
Wilson	1.19	0.31	0.00	0.03
Dearborn	1.03	1.15	0.45	0.11
Gavin	1.70	0.38	0.90	0.34
McCormack	1.29	1.19	0.44	0.17
Edwards	1.57	1.05	0.71	0.84
Michelangelo	1.80	0.07	0.38	0.38
Timilty	1.56	0.42	0.40	0.18
Barnes	0.00	0.93	2.00	0.04
Cheverus	0.00	1.04	0.00	0.03
King	1.36	0.23	0.87	0.03
Mackey	1.64	0.56	0.13	0.23
Wheatley	0.88	0.73	1.67	0.11

SUSPENSION RATES OF ELEMENTARY SCHOOLS

SCHOOL	% SUSPENDED
Garfield	0.01
Winship	0.01
Tobin	0.07
Agassiz	0.01
Manning	0.04
Parkman	0.01
Beethoven	0.07
Lee	0.08
Mozart	0.06
Philbrick	0.03
Channing	0.01
Conley	0.08
Greenwood	0.01
Roosevelt	0.01
Shaw	0.03
Endicott	0.06
Fifield	0.01
Holland	0.01
Marshall	0.02
Mather	0.01
Murphy	0.02
O'Hearn	0.03
Clap	0.01
Mason	0.02
Perkins	0.01
Winthrop	0.01
Blackstone	0.01
Eliot	0.12
Hurley	0.01
Kent	0.02
Prescott	0.01
O'Donnell	0.01
Guild	0.01
Hennigan	0.01
Jackson Mann	0.02
Ohrenberger	0.01
Trotter	0.01
McKay	0.17

Institutional Pairings

INSTITUTIONAL PAIRINGS

MANDATE

Institutional Pairings shall continue according to the standards contained in pages 50 through 58 of the Student Desegregation Plan of May 10, 1975.

OBJECTIVES

1. To determine whether the institutional pairings identified in orders of continuing validity are operational.

   Status: All of the institutional pairings,as realigned by mutual consent, were found to be operational in the July, 1983 report.

   Question: Are the Boston Public Schools continuing to make a positive effort to reach mutually agreeable contractual arrangements with the universities, colleges, businesses, and cultural institutions?

2. To determine whether the institutional pairings require realignments.

   Question: Are the realignments now occurring consistent with the Court's intention in encouraging the pairings?

PROCESS

Monitoring has consisted of meetings with university and college coordinators, representatives of the cultural institutions, and staff of the Tri-Lateral Council. In addition, all of the Chapter 636 funding proposals, which embody the college, university, and cultural institution contracts, have been reviewed by Department staff. Summaries of these proposals are included in Volume II.

FINDINGS

1. At the time this report is being drafted, almost all of the universities and colleges are in the process of drafting new letters of agreement with the Boston Public Schools. These letters will describe in detail a new conceptualization of the role of the colleges and universities. These new agreements will be monitored and reported on in the first six months of 1984.

As reported in July, the contracting process is working in general better than it was two years ago. There have been, however, significant delays in completing contracts with MIT, Northeastern, and Boston University, delays which have required the universities to use their own cash reserves to support projects for two to four months. Further, almost all pairings have suffered from lengthy delays in the processing and approval of budget revisions. In both contract and revision delays, Boston City Hall plays as great a role as the Boston Public Schools.

The Boston Compact has apparently breathed new life into the business partnerships, and the evidence gathered indicates that the Boston Public Schools are not only making their best efforts to negotiate agreements, but reaching out to request additional assistance from Boston-area businesses. Reports of the Tri-Lateral Council are included in Volume II.

There is no equivalent to the Boston Compact or the new college and university agreements in the cultural area. Representatives of the cultural institutions in general report "business as usual": programs are continuing but not growing, and the institutions are dealing with some delays in contracts, the payment of bills and the assignment of staff. In spite of these problems, there are Chapter 636 supported cultural programs in approximately 100 schools, and the Cultural Education Collaborative reports receiving requests from about 30 cultural institutions who are not now involved, but would like to be, in working with Boston schools if sufficient funds were available.

2. The alignment of the college and university pairings remains as reported in July. Tentative or preliminary discussions have taken place with Roxbury Community College, Salem State College, and others. Negotiations are continuing with Wellesley College.

   During this reporting period there have been no evaluations of the college and university, business, or cultural institution pairings. Many programs, in fact did not get underway until late October or early November.

COMMENDATION

The formation of the Boston Compact Office, under a director who reports to the Superintendent, and who has responsibility for overseeing all of the college and university pairings, all school-business partnerships (whether court recommended or not) and all cultural institution pairings, is clearly a step in the right direction, and may solve many of the persistent problems listed above in the findings.

RECOMMENDATION

In spite of the fact that the new Boston Compact Office has responsibility for the cultural pairings, they remain collectively the step-child among institutional relationships. The School Department should work with the cultural institutions to develop, on the basis of nine years of experience, a new understanding and new agreements, much as it has with businesses and now is with institutions of higher education.

THE SCHOOL COMMITTEE OF THE CITY OF BOSTON

BOSTON PUBLIC SCHOOLS
OFFICE OF THE SUPERINTENDENT
ROBERT R. SPILLANE

November 2, 1983

MEMORANDUM

TO: Deputy Superintendents
Community Superintendents
Headmasters

FROM: Robert R. Spillane, Superintendent

SUBJECT: Role of the Boston Compact Office

Now that we have an agreement with the higher education community which parallels last year's agreement with the business community, it is important to clarify the role of the Boston Compact Office. As you know, this office is located organizationally within the Office of the Superintendent, and its Director, Robert Schwartz, reports to me. I have asked the Compact Office to assume responsibility for coordinating the implementation of the School Department's side of both business and higher education agreements.

We are already committed to show measurable progress each year in reducing student absenteeism and drop-outs, in raising basic skills achievement, and in increasing the job placement rates of graduates. Under the higher education agreement, we will improve the college preparatory core curriculum, upgrade the qualifications of school personnel, develop a comprehensive student assessment system, and strengthen the guidance and counseling program, all leading to increased placement and retention rates.

In each of these areas, we will be seeking the assistance of specific collaborating institutions (colleges and universities, businesses, cultural organizations, social and human service agencies, School Volunteers, etc.). It will be the role of the Compact Office to coordinate the work of these collaborating organizations as that work relates to the business and higher education agreements. It will also be the role of the Compact Office to work directly with each high school on the development and implementation of the plans each school has prepared to achieve the goals of these agreements and to assure that human and fiscal resources are directed to that end. I have asked Bob Schwartz and his staff to work closely with the Deputy Superintendents to insure that the Compact's efforts to assist the high schools are well integrated with the ongoing assistance and supervisory efforts of other units within the School Department.

Bob is already working closely with Headmasters, and I am asking that he work with Community Superintendents as well, in order to insure the broadest possible support for the Compact. I know that you will all cooperate fully with Bob and his staff to see that the School Department fulfills its educational mission with all of the necessary resources and assistance of the business and higher education community.

RRS:ls
cc: Robert Schwartz
Robert Sperber

THE SCHOOL COMMITTEE OF THE CITY OF BOSTON

Item 12

BOSTON PUBLIC SCHOOLS
OFFICE OF THE SUPERINTENDENT
ROBERT R. SPILLANE

NOV 1 1983

October 24, 1983

M E M O R A N D U M

TO: President and Members, Boston School Committee

FROM: Robert R. Spillane, Superintendent Robert R Spillane

SUBJECT: Agreement between Boston Area Universities and Colleges and the Boston Public Schools

Attached you will find a revised version of the Universities and Colleges/Boston Public Schools Agreement. I met today with Bob Sperber and Bob Schwartz and they agreed that they would get the university presidents to make two basic changes which are reflected in this new document. One basic change is: we will work together to secure an adequate level of funding whether it be through the State Education Department, State Legislature, City government, or the private sector, rather than rely specifically on 636 funds which the October 4, 1983 document proposed. In addition, language has been added to ensure that Boston students who enter college will have an adequate and, if necessary, expanded program of academic assistance from the college or university. These two major changes, I believe, give us a good policy document which we can all support. Additionally, I will be preparing an Action Plan which will spell out the details of proposed programs to carry out an agreement for your approval. That way we have full control over the direction of this Compact.

I am requesting that School Committee members attend the press conference on November 1, 1983 at 9:30 A.M., which will announce this agreement. Dr. Knapp, President of the University of Massachusetts, who is the new Chairman of the President's Sub-committee of College/Boston Public Schools Relationships, has arranged for the Governor to be available at this time along with other political leaders and college and university presidents. This would be an excellent opportunity for the School Committee to show its leadership role in initiating stronger ties with colleges and universities under the Federal Court Agreement.

26 COURT STREET, BOSTON, MASSACHUSETTS 02108 • 726-6200 AREA 617

For Board members who may not be able to attend (John O'Bryant will be chairing a meeting in Washington as President of the Urban School Boards group), I would appreciate it if you could have one of your staff members available to show that this has the unanimous support of the School Committee.

I will be available to discuss any questions contained in the Compact with you later this week and will be giving you a call in order to discuss any questions or concerns that you may have.

RRS:ls
Attachment

AN AGREEMENT BETWEEN THE BOSTON AREA UNIVERSITIES AND COLLEGES AND THE BOSTON PUBLIC SCHOOLS

I. Background:

For more than eight years, the Boston Public Schools and area colleges and universities have worked together to help Boston through a difficult period in its history. Throughout this turbulent time, the colleges and universities have assisted teachers, parents and administrators in extensive efforts aimed at improving education for the school children of Boston.

Now in the fall of 1983, we face a time of opportunity and change: the federal court has proposed to diminish its role in monitoring Boston's schools, and nationally there is a renewed concern for the quality of public education. It is essential for us now to reiterate the continuing commitment of the Boston Public Schools and the 23 institutions of higher education to work together. The Boston schools and the colleges and universities recognize their interdependence. We must seize this opportunity to expand our efforts and to focus on new programs with the mutually beneficial goals of improving education and of increasing the potential for success of Boston Public School students who seek higher education.

Many graduates of the public schools are not adequately prepared to pursue higher education or to enter the labor market. The number of students who fail to gain admittance to college or to stay there once admitted is clear evidence of poor academic preparation. Worse, many students who enter ninth grade do not finish high school; they leave school totally unprepared to cope with the complex society before them. If we are to remedy this situation, we must upgrade the schools and develop programs of support and assistance in the colleges and universities.

Although the activities discussed in this agreement deal primarily with the high schools, the colleges and universities must continue their work at all levels. A comprehensive program aimed at improving educational quality will begin with the preschool, continue through elementary and middle school, reaching a successful conclusion in high school. The parties to this agreement will continue their efforts with this objective in mind.

With this renewed commitment, we, the Boston Public Schools and Boston area colleges and universities agree to continuing the school and district pairings, and commit ourselves to working toward the implementation of an expanded program of collaboration at the school, district, and system levels.

II. Goals:

The initial goals for this expanded effort are as follows:

- to improve the academic program that will prepare students for entrance into, and success at, higher education,
- to increase the percentage of Boston Public School students who graduate from high school and enter college, so that by 1989 college attendance will increase at least 25 percent,
- to provide the assistance necessary for students to plan their high school programs and to select appropriate colleges and universities,
- to increase the financial aid for students who otherwise would not be able to afford to attend college, and
- to increase academic support for Boston students entering college so that they may complete their education.

A comprehensive effort is required. We seek to improve the academic preparation and increase the aspirations of all high school students through an improved program of teaching and instruction and of services necessary to encourage students to finish high school.

At present there is serious attrition of students between the ninth and twelfth grade; only 53 percent of those who begin the ninth grade graduate. Because less than 50 percent of those who graduate from high school go on to college, only 20 to 25 percent of the current ninth grade will begin higher education. The rate of college attendance is relatively close to the national average; but the high school drop-out rate presents a major problem.

We hope through a general improvement in the academic program of the schools to reduce the drop-out rate substantially and to encourage and assist an increased percentage of all graduating students to go on to college. It is our goal to increase by 25 percent the proportion of ninth graders who complete high school and go on to Boston area colleges.

If we are to do this, improved academic preparation must be accompanied by improved and expanded counseling, by increased financial aid and, eventually, by continued support for those students who enter college.

This is a mutual agreement. The Boston School Committee commits itself to improving the preparation of students and increasing their aspirations and motivation. The colleges and universities agree to continue and expand their assistance to the high schools. The colleges and universities also commit themselves to advising and recruiting an increased number of qualified graduates, and to providing assistance aimed at increasing the likelihood that students will successfully complete a degree program.

III. The Boston Public School Effort:

In order to accomplish the goals outlined in this agreement, the Boston Public Schools agree:

A. to provide a sequence of core courses, each with defined objectives, to meet college entrance requirements,

B. to ensure that a graduate will be able to demonstrate skills sufficient to meet college standards in reading comprehension, writing and mathematics,
C. to develop a comprehensive program to improve pupil retention and reduce the drop-out rate,
D. to work to assure the highest standards for the recruitment, retention and promotion of the professional staff,
E. to establish an assessment system to monitor student progress, making use of an improved student records system,
F. to provide for a reorganized and strengthened counseling program, and
G. to establish academic retraining and technical assistance programs for teachers, counselors and administrators.

IV. The College and University Effort:

The institutions of higher education agree:

A. to work with the Boston Public Schools and with individual high schools through the pairings, by providing technical assistance, training and other services, in order to assist with
  1. developing and implementing the core curriculum,
  2. developing and supporting programs to increase retention and reduce the drop-out rate, as well as
  3. planning and implementing efforts to improve basic skills.

B. to aggressively recruit Boston Public School students for college. The colleges and universities will cooperate in these efforts with community-based agencies that have experience in counseling high school students concerning college admissions.

C. to provide assistance to students in obtaining financial aid through additional lobbying and fund raising efforts aimed at further increasing the state scholarship fund, and through working to develop a corporate-funded student scholarship program. An effort will also be made to work with Boston businesses to expand the availability of part-time and full-time employment opportunities for college students.

D. to support Boston students who enter college with an adequate and if necessary expanded program of academic assistance. The participating colleges and universities will share experiences growing out of their successful retention efforts.

V. Evaluation of Goals:

Each year, beginning in June 1984, colleges and universities and the schools will evaluate the progress towards the achievement of the short and long range goals of this agreement. One of the indicators to be evaluated in this period will be the number of graduates entering Boston area colleges. Beginning in June 1989, the colleges and universities and the Boston Public Schools will evaluate the progress made towards meeting the target of a 25 percent increase in the percentage of ninth graders entering Boston area colleges.

The college admission targets will be attained by increasing the number of Boston Public Schools graduates who meet present or more rigorous college admissions standards. An increase in the number of qualified high school graduates produced by the schools is a fundamental condition of this agreement. It is understood that students will complete an academic program that will prepare them for entrance into and success in a college or university.

VI. Implementation of this Agreement:

The efforts agreed to in this document will be planned with the Office of the Superintendent, in a fashion similar to that embodied in the agreement between the schools and the business community. A mechanism will be established by the Superintendent for cooperatively planning and implementing programs sponsored under this agreement.

In order to fulfill this agreement, both parties will need to work to secure an adequate level of funding. The colleges and universities will support the efforts of the Boston Public Schools to seek sufficient funds to enable every Boston high school to provide a full sequence of college preparatory courses. Both parties will work together to seek additional state, federal and private foundation funding to support collaborative programs and will review the organization of Chapter 636 programs in light of the new agreement. Both parties acknowledge that collaboration costs money, and that higher education institutions face many of the same financial constraints as the Boston Public Schools.

In order to plan the programs associated with this agreement, as well as to evaluate the effort, the schools and the colleges and universities commit themselves to establishing a joint planning and evaluating committee. This committee will be charged with developing a long-term plan and with developing standards and methods for measuring academic improvement, college admissions and completion of higher education. A research effort will be developed by the universities and the schools to evaluate aggregate progress towards meeting the targets and goals in the agreement. The Boston Public Schools and the colleges and universities agree to publish annual reports detailing their progress.

Following the signing of this agreement and the presentation of a long range plan by the School Committee, participating colleges and universities will prepare letters specifying in detail their participation in the programs they can best serve.

Revised 10/24/83

Tri-Lateral Council For Quality Education, Inc.
600 ATLANTIC AVENUE, BOSTON, MA 02210 (617) 973-3830/31

Mission

Improve the educational opportunities for Boston Public School students through programs collaboratively planned and operated by Boston businesses and the Boston Public School System.

Structure

Twenty-one major Boston employers are partners, each with one of the city's 18 secondary schools.

Key Partnership Elements

Businesses

- A business coordinator spends at least one day each week in the partnership school.
- The coordinator mobilizes a broad range of company resources to carry out the agreed upon program of assistance
- Contributions, including dues to the Council and services to the high school, ranging from about $10,000 to over $50,000 per firm

Schools

- Headmaster responsible for development and implementation of partnership plans.
- School coordinator spends at least one day each week matching business resources to school needs

Joint Planning

- A written annual plan designed to achieve measurable results

The Tri-Lateral Staff

- Provides coordination, training, and technical assistance to school and business staff in the planning and carrying out of partnership programs
- works with the school administration, and other school assisting organizations in the Boston Compact, The Boston Summer Jobs Program, College Awareness and other city-wide activities

Examples of Partnership Activities

Curriculum	• career development and placement curriculum, (Project STEP) delivered to 6,000 students • JOBS booklet (Job Opportunities: A Boston Survey) sampling entry level jobs by level of education in eight job clusters • guest speakers, in-class demonstrations, individualized tours, student clubs, access to in-house corporate training for students, sponsorship/scholarships for students
Staff Development	• faculty access to corporate training (word processing, data processing, etc.) • summer faculty internships (skills development, management training, career exploration) • specialized forums, workshops and conferences for educators and business partners (key results planning, time management, etc.)
Work Experience	• Get A Job/work readiness and job maintenance workshops for students • recruitment and work readiness preparation of all students for the Boston Summer Jobs Program • part-time work study, summer and full time employment
Management Assistance	• energy audits, space/facility use, office management consultation • donation of computer hardware and software • development of HORC advisory committees (250 members) • management information system/budget development, technical assistance
Citywide Activity	• leadership in helping establish the Boston Compact, participation in executive and steering committees and several work groups; co-chair with School Department officials the Research, Electronic Learning and Career and Vocational Education work groups.

SCHOOL BUSINESS PARTNERSHIPS IN THE CITY OF BOSTON

Examination Schools

Boston Latin Academy	IBM Corporation
Boston Latin School	State Street Bank & Trust Company
Boston Technical High School	Boston Edison Company

Magnet Schools

Copley Square High School	Shawmut Bank of Boston
English High School	John Hancock Mutual Life Insurance Co.
Madison Park High School	Blue Cross Blue Shield Mutual Bank for Savings
Mario Umana School	Massachusetts Port Authority
Boston High School	Prudential Insurance Company

District Schools

Brighton High School	Honeywell, Inc. / St Elizabeth's Hospital
Jamaica Plain High School	Boston Gas Company Travelers Insurance Company
West Roxbury High School	Bank of New England
Hyde Park High School	First National Bank of Boston
Jeremiah E. Burke High School	New England Mutual Life Insurance Co.
Dorchester High School	New England Telephone Company
South Boston High School	Federal Reserve Bank of Boston Gillette Company
Charlestown High School	Liberty Mutual Insurance Company
East Boston High School	Massachusetts Port Authority

Career and Vocational Education

Hubert H. Humphrey Occupational Resource Center	V.A. Hospital
Citywide Partner for Electronic Learning	Digital Equipment Corporation

BOARD OF DIRECTORS

Boston School Department

Robert S. Peterkin
Deputy Superintendent, Operations

James A. Caradonio
Director, Vocational Education

Joseph L. Ippolito
Community Superintendent, District 3

Michael S. Turner
Community Superintendent, District 4

. . . .

William J. Spring
Federal Reserve Bank of Boston
President

Jeannette Hargroves
Federal Reserve Bank of Boston
Secretary

Businesses

Daniel F. Morley
State Street Bank and Trust Co.

Diane M. Capstaff
John Hancock Mutual Life Insurance Co.

Joseph Cronin
Massachusetts Higher Education

Alan R. Davis
Boston Edison Company

Cecile H. Gordon
New England Telephone Co.

William J. McMorrow
Gillette Company

John Sims
Digital Equipment Corporation

Robert L. Stearns
First National Bank of Boston

Present and Past Chairmen of the Advisory Committee of the Tri-Lateral Council

1981-	Frank E. Morris Federal Reserve Bank of Boston
1979-1980	Roderick M. MacDougall Bank of New England
1977-1978	Edward E. Phillips New England Mutual Life Insurance Co.
1974-1976	Gerhard Bleicken John Hancock Mutual Life Insurance Co.

SUMMARY OF RECOMMENDED PROPOSALS

Board Meeting Date: June 28, 1983

Boston
Districts I, II, III, V, VI, VII, IX
and Boston Central Office

District	Project #	Program Title	Section 1	Section 8	Final Total
District I	84-1D-0001	To Set A Course	$277,595		$277,595
District II	84-2D-0002	District II Chapter 636 Proposal	296,257		296,257
District III	84-3D-0003	District III in the Eighties	329,849		329,849
District V	84-5D-0005	Improving Curriculum, Staff Development and Community Outreach Services	518,276		518,276
District VI	84-6D-0006	Partnership Program	334,428		334,428
District VII	84-7D-0007	Comprehensive Curriculum Enhancement Programs	302,093		302,093
District IX	84-9D-0009	Comprehensive Program Improvement Project	1,070,729	528,860	1,599,589
Boston Central Office	84-BC-0001	Boston Central	1,200,000		1,200,000
		TOTAL Boston Balance: $282,154	$4,329,227	$528,860	$4,858,087

Grant Recipient BOSTON-DISTRICT I

Amount of Grant $277,595 requested

$277,595 recommended

Grant Period JULY 1, 1983 - JUNE 30, 1984

Source of Funds CHAPTER 636, SECTION 1

Type of Grant ____ new
X continuing
Previous Year's Award $ 272,149

*Wages and Benefits		**Purchased Services
Direct Services	73,351	75,370
Ed. Support		12,593

Board Meeting Date JUNE 28, 1983

Board Priority INTEGRATED EDUCATION

PROJECT EXPENDITURES	Instructional Services	Non-Instructional Services	Total
1 Wages and Benefits	73,351 *	1,590	74,941
2 Purchased Services	87,963 **	103,829	191,792
3 Supplies, Materials	6,862		6,862
4 Transportation			
5 All Other		4,000	4,000
TOTAL	$168,176	$109,419	$277,595

Project Title and Description *[include grade level and subject area]*
TO SET A COURSE, #84-1D-0001

This district-wide program will address the identified district needs through program objectives and activities which focus on: 1) the implementation of an integrated reading language arts curriculum in grades one through eight, through curriculum development activities and the provision of on-site support services of reading specialists and university consultants; 2) the continued implementation of an expanded Basic Arts Project through direct services to kindergarten students in art and music and through enrichment services to students talented and gifted in the arts; 3) the provision of supplementary support to classroom teachers in the development of students' writing skills; 4) the establishment of the Student Leadership Program at Brighton High School and more substantial efforts to develop student leadership skills among students in three middle schools; 5) the continued implementation of alternative programs in media, mirco-computer technology and the performing arts in three middle schools as well as the integration of career planning into the curriculum; 6) the implementation of the first cycle of the Health Career Component at Brighton High School; 7) the establishment of TAG programs in all elementary schools.

The program represents the second year of a three-year project. The district deleted the School Planning Teams from the program this year to avoid the duplication of efforts with other projects which are attempting the same goals. The projects that are meeting the same need are the central level, School Improvment Program, and the School Based Management Project.

Number/Type of persons to be served 4,428 STUDENTS: 1,271 BLACK, 1,011 WHITE, 2,146 OTHER
2,143 MALE, 2,285 FEMALE

Number of staff to be employed by project: Full Time 2 1 WHITE FEMALE Part Time 9 4 WHITE FEMALE
1 BLACK FEMALE 1 BLACK FEMALE
3 OTHER MALE
1 OTHER FEMALE

School systems (or schools if one district) participating in project:

1. DISTRICT I - ALL SCHOOLS
2.

Grant Recipient BOSTON DISTRICT II

Amount of Grant $296,257 requested

$296,257 recommended

Grant Period JULY 1, 1983 - JUNE 30, 1984

Source of Funds CHAPTER 636, SECTION 1

Type of Grant ____ new

X continuing

Previous Year's Award $ 272,316

	*Wages and Benefits	**Purchased Services
Direct Services	108,597	50,634
Ed. Support	9,213	50,102

Board Meeting Date JUNE 28, 1983

Board Priority INTEGRATED EDUCATION

PROJECT EXPENDITURES	Instructional Services	Non-Instructional Services	Total
1 Wages and Benefits	117,810 *	30,772	148,582
2 Purchased Services	100,736 **	34,889	135,625
3 Supplies, Materials	7,375		7,375
4 Transportation		740	740
5 All Other	630	3,305	3,935
TOTAL	$226,551	$69,706	$296,257

Project Title and Description [*include grade level and subject area*]
DISTRICT II CHAPTER 636 PROPOSAL, #84-2D-0002

This district-wide program will address the identified district needs by focusing on: 1) improvement of dissemination of Chapter 636 information to District II parents and provision of direct support services to all students in the district; 2) through staff development workshops, the District will realize an improvement in overall reading scores and or related language skill areas of the lowest 30% of its population, thereby reducing academic disparity; 3) the education of talented and gifted students and bilingual students through participation and funding allocations to central office projects which affect these students throughout the city; 4) Jamaica Plain High School collaboration with Simmons College including the multi-cultural dance program and tutoring. Expected outcomes will include evidence that the high school accreditation recommendations have been met. This objective will establish an in-house program for the academically gifted including a written curriculum and course of study; 5) high and middle school students demonstrating greater leadership skills as measured by their increased participation in student leadership activities and improvement in school climate over a three year period; 6) Arts in Education programs addressing the needs of elementary and middle schools. The collaboration activities with cultural institutions will infuse cultural subject matter into the regular school curriculum to meet educational objectives set by the district.

This program represents the second year in a three-year project, and has developed appropriate evaluation methodologies to

Number/Type of persons to be served 4,398 STUDENTS: 2,095 BLACK, 885 WHITE, 1,418 OTHER
2,185 MALE, 2,213 FEMALE

Number of staff to be employed by project: Full Time 3 2 WHITE FEMALE
1 BLACK FEMALE
Part Time 19 2 WHITE MALE
2 WHITE FEMALE
5 BLACK MALE
6 BLACK FEMALE
1 OTHER MALE
3 OTHER FEMALE

School systems (or schools if one district) participating in project:

1. DISTRICT II - ALL SCHOOLS
2. ____

Chapter 636 (continuation)

Project Title: To Set a Course Project Number: 84-1D-0001

The program has developed appropriate evaluation methodologies to keep the various components on target and to provide information on program impact. Chapter 636 will fund staff, educational supplies, student transportation, and stipends for the Basic Skills Technical Assistance Team.

Grant Recipient BOSTON DISTRICT III

Amount of Grant $329,849 requested

$329,849 recommended

Grant Period JULY 1, 1983-JUNE 30, 1984

Source of Funds CHAPTER 636 SECTION 1

Type of Grant ☐ new
☒ continuing
Previous Year's Award $332,222

	*Wages and Benefits	**Purchased Services
Direct Services	78,845	38,470
Ed. Support	1,210	91,618

Board Meeting Date JUNE 28, 1983

Board Priority INTEGRATED EDUCATION

PROJECT EXPENDITURES	Instructional Services	Non-Instructional Services	Total
1 Wages and Benefits	80,055 *	31,249	111,304
2 Purchased Services	130,088 **	75,746	205,834
3 Supplies, Materials	4,421		4,421
4 Transportation		1,875	1,875
5 All Other		6,415	6,415
TOTAL	$214,564	$115,285	$329,849

Project Title and Description [*Include grade level and subject area*]
DISTRICT III IN THE EIGHTIES, #84-3D-0003

This district-wide program will address the identified district needs through program objectives and activities which focus on: 1) the provision of supplemental educational services to racially/ethnically and sexually mixed groups of talented and gifted students through enrichment activities, including extensive instruction in music, drama, and photography; 2) the reduction of disparity in academic achievement among students through teacher training, the development of new curricular materials, consultation with reading specialists, tutorials for students, the pairing of students for positive peer support, and the reviewing of the strengths and weaknesses of the structure and organization of the middle schools; 3) the fostering of career awareness of students through the dissemination of information, the use of resources available in high technology companies, and varied new experiences with industry; 4) the improvement of students' basic skills through a middle schools writing program and the analysis of the results of the 1982-1983 District III Metropolitan Achievement Test; 5) the provision of better communication between the school and the home with parent outreach through the publication of four Parent Outreach Newsletters; 6) the employment of a Community Coordinator to administer and coordinate District III Chapter 636 programs and a secretary to maintain accurate files for each District III Chapter 636 proposal; 7) the provision of computer literacy for students and teachers through student hands-on experiences and teacher workshops.

This program represents the second year in a three-year project. However, there have been substantial changes in the objectives and activities from last year, because of the hiring of new key staff and new needs assessments for Southeast Asian

Number/Type of persons to be served 5,251 STUDENTS: 3001 BLACK, 1798 WHITE, 452 OTHER,
2,759 MALE, 2,492 FEMALE

Number of staff to be employed by project: Full Time 3 3 WHITE FEMALES Part Time 17 4 WHITE MALE
6 WHITE FEMALE
3 BLACK MALE
4 BLACK FEMALE

School systems (or schools if one district) participating in project:

1. DISTRICT III - ALL SCHOOLS
2.
3.
4.

Chapter 636 (continuation)

Project Title: District II Chapter 636 Proposal   Project Number: 84-2D-0002

keep the various components on target and provide information on program impact. Each program in the district will be expected to infuse its activities into the regular curriculum. Each building administrator will be responsible for monitoring the project at his/her school site and forwarding feedback to the District Superintendent.

Chapter 636 funding will provide staff, educational supplies, student transporation for cultural field trips, and stipends for the School Planning Team and the Technical Assistance Team.

Grant Recipient BOSTON - DISTRICT V

Amount of Grant $518,276 requested

$518,276 recommended

Grant Period JULY 1, 1983 - JUNE 30, 1984

Source of Funds CHAPTER 636, SECTION 1

Type of Grant ______ new

X continuing

Previous Year's Award $ 556,870

*Wages and Benefits		**Purchased Services
Direct Services	206,527	99,958
Ed. Support	30,115	38,294

Board Meeting Date JUNE 28, 1983

Board Priority INTEGRATED EDUCATION

PROJECT EXPENDITURES	Instructional Services	Non-Instructional Services	Total
1 Wages and Benefits	236,642 *	37,270	273,912
2 Purchased Services	138,252 **	101,120	239,372
3 Supplies, Materials	1,412		1,412
4 Transportation		180	180
5 All Other	400	3,000	3,400
TOTAL	$376,706	$141,570	$518,276

Project Title and Description (*Include grade level and subject area*)

IMPROVING CURRICULUM STAFF DEVELOPMENT AND COMMUNITY OUTREACH, #84-5D-0005

This district-wide program will address the identified district needs by focusing on: 1) the development of curriculum in the areas of computer science; communication arts and human services at the two district high schools and the continued development of basic skills curriculum revisions and improvements at the elementary and middle schools; 2) staff development through the employment of a staff development specialist who will: supervise new curriculum implementation; support efforts to improve basic competency instruction, mainstream bilingual and special needs students; and assist teachers reassigned to different grade levels and subject areas; 3) the provision of supplemental educational services to disadvantaged, gifted students through the development and adaptation of new program/material; 4) the fostering of ethnic and racial integration and understanding through arts in education programs and student leadership activities which develop student skills necessary to deal constructively with racial tension and conflict in schools; 5) the dissemination of information and the provision of new experiences and guidance to increase career awareness for students; 6) the maintanance of parent and community communication links through increased parental involvement in workshops that develop the parent's ability to help their children achieve; 7) the continuation of an alternative education program at the Log School for 60 students who are not benefitting from the regular educational program in the district; 8) the provision of administrative support for all Chapter 636 activities in the district.

This program represents the second year in a three-year project and have developed appropriate evaluation methodologies to

Number/Type of persons to be served 7,562 STUDENTS: 5,447 BLACK, 1,085 WHITE, 1,030 OTHER

3,651 MALE, 3911 FEMALE

Number of staff to be employed by project: Full Time 10
2 WHITE MALE
5 WHITE FEMALE
1 BLACK FEMALE
2 OTHER MALE

Part Time 44
8 WHITE MALE
9 WHITE FEMALE
12 BLACK MALE
7 BLACK FEMALE
3 OTHER MALE
5 OTHER FEMALE

School systems (or schools if one district) participating in project:

1. DISTRICT V - ALL SCHOOLS
2. ______

Chapter 636 (continuation)

Project Title: District III In the Eighties Project Number: 84-3D-0003

students. The program is developing appropriate evaluation methodologies to keep the various objectives on target and provide information on program impact.

Chapter 636 will fund staff, educational supplies, student transporation and staff stipends.

Grant Recipient BOSTON-DISTRICT VI

Amount of Grant $334,428 requested

$334,428 recommended

Grant Period JULY 1, 1983 - JUNE 30, 1984

Source of Funds CHAPTER 636, SECTION 1

Type of Grant ______ new

X continuing

Previous Year's Award $ 307,244

*Wages and Benefits		**Purchased Services
Direct Services	45,773	120,546
Ed. Support	2,429	50,506

Board Meeting Date JUNE 28, 1983

Board Priority INTEGRATED EDUCATION

	PROJECT EXPENDITURES	Instructional Services	Non-Instructional Services	Total
1	Wages and Benefits	48,202 *	47,611	95,813
2	Purchased Services	171,052 **	42,522	213,574
3	Supplies, Materials	14,556		14,556
4	Transportation		5,226	5,226
5	All Other		5,259	5,259
	TOTAL	$233,810	$100,618	$334,428

Project Title and Description [*Include grade level and subject area*]
PARTNERSHIP PROGRAM, #84-6D-0006

This district-wide program will address the identified district needs by focusing on: 1) the development, dissemination and effective utilization of strategies that will reduce academic disparity among elementary and middle school students through the interaction of students on field trips and related activities in non-threatening situations and through tutorial and teacher training; 2) the development of curriculum in: reading, math, writing, language and computer assisted learning through the support and direction of an interdisciplinary planning team, in-service meetings for staff to explore the benefits of computer assisted learning and the explanation of a facilitator who will overview the process; 3) the development, dissemination and effective utilization of strategies for accomplishing the scope and sequence goals of the K-8 curriculum through reading and math tutorials, the support of the District Basic Skills Planning team, staff development; 4) the provision of effective district-wide and on-site staff development through teacher training workshops, and support and direction from the District Basic Skills Planning team; 5) the increased development of services bilingual and linguistic minority students through integration activities and the facilitation of effective mainstreaming strategies, the support and directive of the project director and program specialist, and teacher training workshops for bilingual and monolingual teachers; 6) the development of an effective talented and gifted program for high school students through staff exposure to the varied cultural contact presented by Children's Museum cultural specialists, student participation in Quest, a field experience program, designed to bring together high achievers from diverse racial/ethnic backgrounds; 7) the provision of alternative programs

Number/Type of persons to be served 4,534 STUDENTS: 1,675 BLACK, 1,727 WHITE, 1,132 OTHER

2,331 MALE, 2,203 FEMALE

Number of staff to be employed by project: Full Time 16

4 WHITE MALE
5 WHITE FEMALE
6 BLACK FEMALE
1 OTHER MALE

Part Time 69

21 WHITE MALE
27 WHITE FEMALE
3 BLACK MALE
13 BLACK FEMALE
2 OTHER MALE
3 OTHER FEMALE

School systems (or schools if one district) participating in project:

1. DISTRICT VI - ALL SCHOOLS
2.

keep the various objectives on target and provide information on program impact. Chapter 636 will fund staff, education supplies, office expenses, computer rental, field trips, special events, teacher stipends and space rental.

Grant Recipient BOSTON - DISTRICT VII

Amount of Grant $302,093 requested

$302,093 recommended

Grant Period JULY 1, 1983 - JUNE 30, 1984

Source of Funds CHAPTER 636, SECTION 1

Type of Grant ____ new

X continuing

Previous Year's Award $ 288,821

*Wages and Benefits		**Purchased Services
Direct Services	34,706	117,399
Ed. Support	12,026	23,860

Board Meeting Date JUNE 28, 1983

Board Priority INTEGRATED EDUCATION

PROJECT EXPENDITURES	Instructional Services	Non-Instructional Services	Total
1 Wages and Benefits	46,732 *	5,244	51,976
2 Purchased Services	141,259 **	105,799	247,058
3 Supplies, Materials	2,759	☒	2,759
4 Transportation	☒	300	300
5 All Other			
TOTAL	$190,750	$111,343	$302,093

Project Title and Description *[Include grade level and subject area]*
COMPREHENSIVE CURRICULUM ENHANCEMENT PROGRAMS, #84-7D-0007

This District-wide program will address the identified district's needs by focusing on: (1) the continued development of programs and services to have all students achieve at grade level in the basic skills areas of reading, language arts and math through curriculum development and refinement, teacher workshops, computer literacy, to assist in the acquisition of basic skil seminars at Northeastern University, student attendance at Learning Center at Charlestown High; (2) The reduction of disparity in academic achievement among students at all grade levels through innovative programs, teaching approaches and enhanced curriculum. (3) The enrichment of talented and gifted students through the provision of supplementary art and science classes for selected middle school students, the provision of a self-contained "opportunities" class for disignated students at the Edwards Middle School, and the middle school leadership program in collaboration with Charlestown High; (4) Increased staff competence and awareness through staff development; (5) The integration of bilingual students through the continuation of language lab in the Learning Center that focuses on the development of advanced aural and oral comprehensive skills for bilingual students, the "peerings" program which pairs bilingual and English-speaking students in oral/aural learning activities. (6) Increased attendance and reduced tardiness of certain students through increased parental involvement. (7) Effective administration and evaluation of Chapter 636 programs in collaboration with Northeastern University and Bunker Hill Community College.

Chapter 636 will fund staff, educational supplies, student transportation and staff stipends.

Number/Type of persons to be served 5,090 STUDENTS: 1,839 BLACK, 653 WHITE, 2,598 OTHER
2,650 MALE, 2,440 FEMALE

Number of staff to be employed by project: Full Time 3 2 WHITE FEMALE
1 BLACK FEMALE

Part Time 103
21 WHITE MALE
31 WHITE FEMALE
8 BLACK MALE
18 BLACK FEMALE
11 OTHER MALE
14 OTHER FEMALE

School systems (or schools if one district) participating in project:

1. DISTRICT VII - ALL SCHOOLS
2. ____

Project Title: PARTNERSHIP PROGRAM Project Number: 84-6D-0006

at the middle and high schools through the presentation of mini courses for students to choose the second, third and fourth marking periods; 8) the development of a model program for student leadership at the middle school level through the meetings of all interested students, the acquisition of leadership skills, and explanation of student responsibilities; 9) the effective integration of the arts into basic skills curriculum at all grade levels through the strengthening of instructional programs in dance, arts, and physical education; 10) the effective administration and coordination of all Chapter 636 projects through the continued employment of Chapter 636 Program Coordination.

The program represents the second-year in a three-year project, and has developed appropriate evaluation methodologies to keep the various objectives on target and provide information on program impact. Chapter 636 funding will provide staff, educational supplies, student transportation and staff stipened.

630

629

Grant Recipient BOSTON - DISTRICT IX

Amount of Grant $1,599,589 requested

$1,599,589 recommended

Grant Period JULY 1, 1983 - JUNE 30, 1984

Source of Funds CHAPTER 636, SECTION 1 AND 8

Type of Grant ______ new

X continuing

Previous Year's Award $1,533,986

*Wages and Benefits		**Purchased Services
Direct Services	352,079	452,032
Ed. Support	44,495	184,714

Board Meeting Date JUNE 28, 1983

Board Priority INTEGRATED EDUCATION

PROJECT EXPENDITURES	Instructional Services	Non-Instructional Services	Total
1 Wages and Benefits	396,574 *	103,696	500,270
2 Purchased Services	636,746 **	433,459	1,070,205
3 Supplies, Materials	13,081	╳	13,081
4 Transportation	╳	12,773	12,773
5 All Other		3,260	3,260
TOTAL	$1,046,401	$553,188	$1,599,589

Project Title and Description [*Include grade level and subject area*]

COMPREHENSIVE PROGRAM IMPROVEMENT PROJECT, #84-9D-0009

This district-wide proposal will address identified district needs by focusing on: 1) improving instruction in reading and writing to better meet the needs of all students in the district through (a) the use of computer- assisted instruction, (b) improved student assessment methods, (c) remedial classes, (d) staff development and (e) curriculum planning; 2) innovation and action/research activities associated with multi-cultural education such as student counseling services and staff training provided through the Boston University collaborative, indoor-outdoor urban gardening participation, science projects, theatre activities, musical instruction, and experiential learning in marine biology; 3) alternative education programs for middle and high school students not responding to regular education classes which include an in-house suspension and parent outreach program, alternative basic skills staff training and student classes, behavior management strategies, competency-based curriculum development, tutoring and academic counseling through the Northeastern University collaborative; 4) the integration of bilingual students through planning sessions between bilingual and regular classroom teachers to achieve mainstreaming; 5) improvement of gifted and talented education through part-time pull-out programs, computer literacy instruction, and a special fine arts program at English High School; 6) improving multi-ethnic parent involvement through newsletters, parent meetings, special training activities for parents, and assignment of parent volunteers to classrooms, fieldtrips, and other planned activities; 7) student leadership activities which include:

Number/Type of persons to be served 6,563 STUDENTS: 3,461 BLACK, 2,400 WHITE, 702 OTHER

3,362 MALE, 3,201 FEMALE

Number of staff to be employed by project:

Full Time 38	Part Time 262
4 WHITE MALE	50 WHITE MALE
12 WHITE FEMALE	42 WHITE FEMALE
8 BLACK MALE	60 BLACK MALE
9 BLACK FEMALE	61 BLACK FEMALE
3 OTHER MALE	29 OTHER MALE
2 OTHER FEMALE	20 OTHER FEMALE

School systems (or schools if one district) participating in project:

1. DISTRICT IX - ALL SCHOOLS
2. ______

Chapter 636 (continuation)

Project Title: COMPREHENSIVE PROGRAM IMPROVEMENT PROJECT Project Number: #84-9D-0009

(a) cross-age student tutoring, (b) student leadership training, (c) student services to students, (d) student services to school; 8) developing and implementing procedures which ensure proper and accurate fiscal management of the Chapter 636 District IX proposal; Fiscal and programmatic complexities of the district require that fiscal managements and program monitoring be maintained throughout the entire implementation of the project in the (22) schools.

This program represents the second year of a three-year project, for which appropriate evaluation methodologies have been developed. Chapter 636 funds will support staffing, consultant services, educational supplies, and materials, transportation and admission fees for field trips.

Additional activities include: improvement and re-emphasis of the magnet themes of all District IX schools through activities which include Southeast Asian Curriculum development, Kodaly music training, cross-cultural curriculum development, creative writing, theatre skills instruction, and micro-computer training; staff retraining in reading and writing instruction through in-service workshops offered by U. Mass/Amherst to English High teachers; improvement of content and consistency of core curriculum by assisting staff in understanding and implementing newly developed city-wide curriculum objectives through effective training strategies; assessing readability of texts and other written materials by the new Degree of Reading Power formulas; reduction of suspensions in District IX high schools through intensive counseling of high risk students and teacher workshops.

Grant Recipient BOSTON-CENTRAL OFFICE

Board Meeting Date JUNE 28, 1983

Amount of Grant $1,200,000 requested

$1,200,000 recommended

Board Priority INTEGRATED EDUCATION

Grant Period JULY 1, 1983-JUNE 30, 1984

Source of Funds CHAPTER 636, SECTION 1

Type of Grant ____ new

X continuing

Previous Year's Award $____

PROJECT EXPENDITURES	Instructional Services	Non-Instructional Services	Total
1 Wages and Benefits	103,038 *	622,450	725,488
2 Purchased Services	109,615 **	245,457	355,072
3 Supplies, Materials	18,406		18,406
4 Transportation		2,864	2,864
5 All Other	5,520	92,650	98,170
TOTAL	$236,579	$963,421	$1,200,000

	*Wages and Benefits	**Purchased Services
Direct Services	18,080	6,978
Ed. Support	84,958	102,637

Project Title and Description *[Include grade level and subject area]*
BOSTON CENTRAL CHAPTER 636 PROPOSAL, #84-BC-0001

In an effort to successfully address the systemic needs of the Boston Public Schools related to desegregation, the following objectives and activities have been developed in a comprehensive 636 proposal:

Objective 1 - To provide support for individual schools to provide educational leadership and qualitative instructional programs by (1) consolidating isolated but successful school programs into carefully planned comprehensive offerings; (2) by providing a structured method for identifying and addressing needs at the individual schools; and (3) development of models for parent involvement.

Activities: Specific activities will include: (a) Workshops at the Principals' Center on a range of management and staff development topics; (b) on-going planning and program development in 8 schools participating in the school-based management project; (c) the identification of successful school practices and other administrative, curricular and instructional issues involved with the first cycle of the Boston School Improvement Program.

Objective 2 - To upgrade vocational and occupational education in the city by continuing to address the results of the 1980 audit which stressed the need for updated and consistent curriculum materials and methods of instruction; to provide skills for students who have been traditionally excluded from vocational training and to provide a better delivery system for state of the art training for more students. (cont'd on following page)

Number/Type of persons to be served 52,741 STUDENTS: 25,859 BLACK, 15,145 WHITE, 11,737 OTHER

MALE- 21,096 FEMALE- 31,645

Number of staff to be employed by project:

Full Time 42	Part Time 33
5 WHITE MALE	4 WHITE MALE
18 WHITE FEMALE	5 WHITE FEMALE
6 BLACK MALE	8 BLACK MALE
9 BLACK FEMALE	11 BLACK FEMALE
3 OTHER FEMALE	4 OTHER FEMALE
1 OTHER MALE	1 OTHER MALE

School systems (or schools if one district) participating in project:

1. ALL BOSTON PUBLIC SCHOOLS
2. ____

Activities: Reorganization and development of industrial arts curricula, development and implementation of 10 school-wide model high and middle school computer programs, the adaption of materials and resources in industrial arts to provide greater access to bilingual and special needs students; the expansion of programs in electronics and their implementation in the middle schools, the incorporation of basic skills exercises into the electronics curriculum, the standardization of curriculum in key boarding, accounting and word processing, and the expansion of business curriculum offerings.

Objective 3: To provide effective supports for mainstreaming bilingual students. Services will be provided with respect to: (1) bilingual curriculum development and dissemination, (2) data collection/assessment to update records for bilingual program students and to provide timely information which schools can use for instructional planning, and (3) parent involvement to insure representation of bilingual parents citywide.

Objective 4 - To provide comprehensive and varied multi-cultural talented and gifted programs.
Activities: (a) The Academically and Creatively Talented Program will continue to use multiple criteria to identify and select students who will be served in part-time pull-out classes in language arts, music and fine arts. 3 schools in District V and 1 in District VII will be served (150 students); (b) The International Studies Program will continue to be developed as an exemplary program in cross-cultural education, and will open in September 1983 at Copley Square High School with 150 9th grade students.

Objective 5: To improve reading performance of BPS students and to provide a unified test program in Reading.
Activities: (a) Office of Curriculum and Competency - implementation of the Degrees of Reading Power (DRP) reading comprehension testing program; staff training; text-book review and analysis of reading materials; staff and parent informational workshops; (b) Roxbury Multi-Service Center - provision of tutorial services including maintenance of student files, inclusion of 20% bilingual students, parent outreach, counseling.

Objective 6: Efficient and effective application of external resources to the needs of the Boston Public Schools.
Activities: (a) Management of external resources through the Partnership Alliance to meet BPS needs in computer education, school-based management/improvement, vocational and occupational education, high school curriculum and staff development, new funding sources and plan for future need of external resources; (b) The Cultural Education Collaboration will continu to act as a broker for cultural institutions in the greater Boston area to insure the integration of arts, science and cultural curricula into the Boston schools. Workshops and "evening escapades" will help to disseminate information to parents and staff; (c) The College Coordinators will continue to meet to mediate the use of university/college resources in the Boston Public Schools. This will include monthly information-sharing meetings, technical assistance to schools, matching school needs with university expertise; (d) The School Volunteers for Boston will continue to recruit, train, and place volunteers in the Boston Public Schools in areas/subjects where help is needed; (e) The Tri-lateral Council will continue to mediate the business and industry pairings with BPS.

Objective 7 - To provide administrative and technical assistance to ensure integrated student councils.
Activities: Student training, administrative liaison, technical assistance to school-based management, workshops for staff.

Objective 8 - To provide effective administration and evaluation of all Chapter 636 projects through professional and clerical staffing.
Activities - 636 administration - To provide technical assistance to proposal developers, disseminate 636 guidelines, conduct 636 information workshops, review all incoming proposals and work with proposal developers on revisions, provide accounting help for all approved projects. Evaluation: 4 program analysts will provide annual evaluation reports on all 636 programs in the city as well as documentation of all externally funded program efforts. (over)

Chapter 636 (continuation)

Project Title: Boston Central Chapter 636 Proposal Project Number: 84-BC-0001

These programs represent the second year in a three-year project. Appropriate evaluation methodologies have been developed to keep the various objectives and activities on target, and to provide information on program impact. Chapter 636 will fund the above objectives and activities, and funds will provide staffing, educational supplies, staff travel and the leasing of microcomputers.

SUMMARY OF RECOMMENDED PROPOSALS

BOSTON-DISTRICT VIII
Part-time Magnet Education Programs

Board Meeting Date: June 28, 1983

District	Project #	Program Title	Section 1	Section 8	Final Total
Boston Public Schools District VIII					
Adams/Alighieri/ Kennedy/O'Donnell/ Guild/Russell	84-8MEP-0155	Multicultural Edu*tainment		$ 36,512	$ 36,512
Cheverus/ Michelangelo	84-8MEP-0156	City Neighborhoods		$ 9,667	$ 9,667
Adams/ Blackstone	84-8MEP-0157	Books from My Head		$ 10,417	$ 10,417
Barnes/Otis/ McKay/Trotter	84-8MEP-0158	Woburn Gardens Farm Project		$ 16,128	$ 16,128
All District VIII Schools	84-8MEP-0160	Community/Parent Coordination and Communication		$ 17,029	$ 17,029
Barnes/Umana	84-8MEP-0161	Project Explore		$ 9,218	$ 9,218
			TOTAL	$ 98,971	$ 98,971

6 Proposals

District VIII Balance: $96,169

Grant Recipient BOSTON-DISTRICT VIII

Amount of Grant $9,671 requested

$9,218 recommended

Grant Period SEPTEMBER 1, 1983-DECEMBER 31, 1983

Source of Funds CHAPTER 636, SECTION 8

Type of Grant X new

____ continuing

Previous Year's Award $____

Board Meeting Date JUNE 28, 1983

Board Priority INTEGRATED STUDENT LEADERSHIP, ARTS IN EDUCATION

PROJECT EXPENDITURES	Instructional Services	Non-Instructional Services	Total
1 Wages and Benefits	$ 1,100		$ 1,100
2 Purchased Services	$ 6,675	$ 1,443	$ 8,118
3 Supplies, Materials			
4 Transportation			
5 All Other			
TOTAL	$ 7,775	$ 1,443	$ 9,218

Project Title and Description [*Include grade level and subject area*]

PROJECT EXPLORE, #84-8MEP-0161

This project enables 50 eighth graders of various ethnic and racial backgrounds to get to know each other and each other's neighborhoods (East Boston, South End, Roxbury, Jamaica Plain, and Dorchester). Pairs of students, one from each school, videotape interviews with each other. Student pairs then form into four teams to work together to make a storyboard for a newscast about an historical event in East Boston.

The same pairs of students (in the same four teams) explore the positive features of the city neighborhoods where they live. Only neighborhoods where students actually live are chosen. Using a map marked with a tour route and selected pictures of actual buildings, these racially and ethnically mixed groups, each with an Historical Neighborhoods Foundation (HNF) staff person and a teacher or parent, embark on an historical and architectural treasure hunt. When they find their buildings, they will answer at the site a list of written questions about the buildings and the neighborhood.

Following five field trips under HNF supervision, students will work with City Stage to produce stories videotaped "on location" in the neighborhoods they visited. They will celebrate the finished products during the last session of the program.

Number/Type of persons to be served 50 STUDENTS: 12 BLACK, 28 WHITE, 10 OTHER

23 MALE, 27 FEMALE

Number of staff to be employed by project: Full Time 0 Part Time 9

5 WHITE MALE
2 WHITE FEMALE
1 BLACK MALE
1 BLACK FEMALE

School systems (or schools if one district) participating in project:

1. DISTRICT VIII - BARNES
2. DISTRICT IX - UMANA
3. ____
4. ____

Grant Recipient BOSTON - DISTRICT VIII

Amount of Grant $17,029 requested

$17,029 recommended

Grant Period JULY 1, 1983 - JUNE 30, 1984

Source of Funds CHAPTER 636, SECTION 8

Type of Grant ____ new

X continuing

Previous Year's Award $ 16,433

Board Meeting Date JUNE 28, 1983

Board Priority EXEMPLARY PROGRAMS IN CROSS-CULTURAL EDUCATION

PROJECT EXPENDITURES	Instructional Services	Non-Instructional Services	Total
1 Wages and Benefits		$15,249	$15,249
2 Purchased Services			
3 Supplies, Materials			
4 Transportation			
5 All Other		$ 1,780	$ 1,780
TOTAL		$17,029	$17,029

Project Title and Description [*Include grade level and subject area*]
COMMUNITY/PARENT COORDINATION AND COMMUNICATION, #84-8MEP-0160

The purpose of this proposal is to rehire an experienced 636 Community Parent Coordinator for all District VIII Chapter 636 programs, to interface and provide a link for: District VIII schools with school pairings in other districts; District VIII with the Boston Central Office; and District VIII with the Massachusetts Department of Education. A major function of this position will be to inform parents and community people about Chapter 636 activities and elicit their support for planning and implementation.

This task will require 6 hours a day, 5 days a week for 46 weeks.

Number/Type of persons to be served All students, teachers and parents in District VIII

Number of staff to be employed by project: Full Time 1 1 WHITE FEMALE Part Time

School systems (or schools if one district) participating in project:

645

1. ALL DISTRICT VIII SCHOOLS AND 3.
2. PAIRINGS WITH DISTRICTS V, VI, VII, AND IX. 4.

646

Grant Recipient BOSTON-DISTRICT VIII

Amount of Grant $16,128 requested

$16,128 recommended

Grant Period JULY 1, 1983 - OCTOBER 31, 1983

Source of Funds CHAPTER 636, SECTION 8

Type of Grant X new

continuing

Previous Year's Award $

Board Meeting Date JUNE 28, 1983

Board Priority CAREER AWARENESS, INTEGRATION OF BILINGUAL STUDENTS

PROJECT EXPENDITURES	Instructional Services	Non-Instructional Services	Total
1 Wages and Benefits	$8,549	$1,762	$10,311
2 Purchased Services			
3 Supplies, Materials	$ 756		$ 756
4 Transportation		$4,900	$ 4,900
5 All Other		$ 161	$ 161
TOTAL	$9,305	$6,823	$16,128

Project Title and Description *[include grade level and subject area]*

WOBURN GARDENS FARM PROJECT, #84-8MEP-0158

This program will bring together 100 fourth, fifth and sixth grade students, 50 from the predominantly white Otis and Barnes schools in District 8, and 50 black and other minority students from the Trotter and McKay schools in District IX, into a multi-cultural, multi-ethnic agricultural program at Woburn Gardens. The principal objective is to achieve meaningful integration through the summer-long interaction of students from different racial, ethnic, cultural and economic backgrounds in wholesome gardening activities and shared responsibilities.

Students will attend the gardening program three days a week from July through September for a total of 30 days. In addition there will be five sessions during September and October in which students visit each others' schools and participate in follow-up activities.

In July and August, working under the supervision of a teacher, students will devote the morning to soil preparation, planting, weeding and fertilizing. Instruction will be provided in propagation of crops, pollination, crop rotation and safe use of insecticides. The afternoon will be spent in recreational activities and nature walks. At harvest time the crops will be equally divided among the students.

Number/Type of persons to be served 100 STUDENTS: 40 BLACK, 50 WHITE, 10 OTHER
50 MALE, 50 FEMALE

Number of staff to be employed by project: Full Time 0 Part Time 5

2 WHITE MALE	1 BLACK MALE
1 WHITE FEMALE	1 BLACK FEMALE

School systems (or schools if one district) participating in project:

1. DISTRICT VIII - OTIS
2. DISTRICT VIII - BARNES
3. DISTRICT IX - MCKAY
4. DISTRICT IX - TROTTER

Grant Recipient BOSTON DISTRICT VIII

Amount of Grant $10,417 requested

$10,417 recommended

Grant Period SEPTEMBER 1, 1983-JANUARY 31, 1984

Source of Funds CHAPTER 636, SECTION 8

Type of Grant ____ new
X continuing
Previous Year's Award $ 9,175

Board Meeting Date JUNE 28, 1983

Board Priority INTEGRATION OF BILINGUAL STUDENTS, ARTS IN EDUCATION

PROJECT EXPENDITURES	Instructional Services	Non-Instructional Services	Total
1 Wages and Benefits	$5,070	$ 700	$ 5,770
2 Purchased Services		$ 300	$ 300
3 Supplies, Materials	$ 600		$ 600
4 Transportation		$1,920	$ 1,920
5 All Other		$1,827	$ 1,827
TOTAL	$5,670	$4,747	$10,417

Project Title and Description *[include grade level and subject area]*
BOOKS FROM MY HEAD, #84-8MEP-0157

The BOOKS FROM MY HEAD program is a substantive language arts program using an integrated arts approach for the improvement of oral and written communication skills. The language arts component teaches students the various steps of the writing process. Using the process of discussion, first draft, revision, editing, and final draft, students write letters, poetry, stories, and autobiographies. Theatre games are used to help the students focus and elaborate on experiences of their real or imagined lives. With graphic arts materials, the students describe in a visual form what has been expressed through writing and acting. BOOKS is staffed by three specialists in language, graphic, and theatre arts. The program results with each student creating "from their head" a hand bound, hard cover, illustrated book.

This program provides a positive experience in social/racial integration through the vehicle of specialized group process activities. A total of 50+ fourth grade students from Adams and Blackstone schools will meet at the neutral site of the Neighborhood Art Center workshop space for 50 paired hours. It is designed for an intra-city system pairing.

To incorporate this program into present classroom sites, classroom curriculum lesson plans will be distributed to participating school staff.

Number/Type of persons to be served 55 STUDENTS: 12 BLACK, 28 WHITE, 15 OTHER; 26 MALE, 29 FEMALE

Number of staff to be employed by project: Full Time 0 Part Time 4
1 WHITE MALE
2 WHITE FEMALE
1 OTHER MALE

School systems (or schools if one district) participating in project:

1. DISTRICT VIII - ADAMS
2. DISTRICT VII - BLACKSTONE
3.
4.

Grant Recipient BOSTON-DISTRICT VIII

Amount of Grant $10,765 requested

$ 9,667 recommended

Grant Period SEPTEMBER 1, 1983-JUNE 30, 1984

Source of Funds CHAPTER 636, SECTION 8

Type of Grant ____ new

X continuing

Previous Year's Award $ 8,446

Board Meeting Date JUNE 28, 1983

Board Priority INTEGRATED STUDENT LEADERSHIP, CAREER AWARENESS

PROJECT EXPENDITURES	Instructional Services	Non-Instructional Services	Total
1 Wages and Benefits	$ 1,100		$1,100
2 Purchased Services	$ 6,562	$ 2,005	$8,567
3 Supplies, Materials			
4 Transportation			
5 All Other			
TOTAL	$ 7,662	$ 2,005	$9,667

Project Title and Description [*Include grade level and subject area*]
CITY NEIGHBORHOODS, #84-8MEP-0156

This project of neighborhood exploration will provide 50 students, their teachers, and parent chaperones opportunities to develop pride and improved self-image in the places where they live and go to school. Sixth graders will explore the various Boston neighborhoods where they go to school (East Boston and the North End) and where they live (Waterfront, Chinatown, the South End, Roxbury) in a planned way based on the proven learning experiences Historic Neighborhoods Foundation (HNF) has developed for its school programs. As students begin to learn about their neighborhoods' positive features, they will begin to care about their environment in a new way. We expect this to generate a direct result in the reduction of vandalism. The proposed plan is to have students work from photographs of actual buildings and building details in their neighborhoods. Small, racially mixed groups are accompanied by an adult-a teacher, parent, community person or HNF staff member. Each group is given a map with a tour route and selected pictures of buildings on the route. At the site students will answer a list of written questions, e.g., what kind of material was used to build it? what artisans were involved? what jobs will be involved if the building is renovated? Students will visit some local landmarks in each neighborhood. There will be ten planned trips. Classroom visits to each school will be made by HNF staff to prepare and debrief students before and after each field trip.

Number/Type of persons to be served 50 STUDENTS: 11 BLACK, 28 WHITE, 11 OTHER
24 MALE, 26 FEMALE

Number of staff to be employed by project: Full Time 0 Part Time 4 1 WHITE MALE
2 WHITE FEMALE
1 BLACK FEMALE

School systems (or schools if one district) participating in project:

1. DISTRICT VIII - CHEVERUS
2. DISTRICT VII - MICHELANGELO
3.
4.

Grant Recipient BOSTON-DISTRICT VIII

Amount of Grant $36,512 requested

$36,512 recommended

Grant Period SEPTEMBER 1, 1983 - MAY 31, 1984

Source of Funds CHAPTER 636, SECTION 8

Type of Grant ____ new

X continuing

Previous Year's Award $ 41,142

Board Meeting Date JUNE 28, 1983

Board Priority ARTS IN EDUCATION, EXEMPLARY PROGRAMS IN CROSS-CULTURAL EDUCATION

PROJECT EXPENDITURES	Instructional Services	Non-Instructional Services	Total
1 Wages and Benefits	$19,800	$ 5,220	$25,020
2 Purchased Services			
3 Supplies, Materials	$ 800		$ 800
4 Transportation		$ 6,000	$ 6,000
5 All Other	$ 500	$ 4,192	$ 4,692
TOTAL	$21,100	$15,412	$36,512

Project Title and Description (Include grade level and subject area)
MULTICULTURAL EDUTAINMENT, #84-SMEP-0155

This is a continuation of a very successful intra-system program which began in FY'83. The FY'84 program will bring approximately 250 predominantly white students from District VIII together with approximately 165 predominantly minority students from District IX and VI. The program provides a quality integrated educational experience for 2nd and 3rd grade students who would not ordinarily have such an opportunity because they attend schools with relatively homogeneous racial/ethnic populations. Teachers and parents who have participated in this year's program have contributed suggestions which are now a part of this proposal. They look forward to continuing in FY'84.

In addition to addressing State Board priorities in Arts-in-Education and Exemplary Cross-Cultural Programming, the EDUTAINMENT program also meets District VIII objectives in improving language arts skills, especially writing; reducing academic disparity; improving student discipline; and increasing students' multicultural awareness. Participating teachers receive copies of a unique curriculum designed by Creative Ed. Teachers also actively participate in the program's 25-2 hour classroom lessons. Besides improving writing skills, students will learn about different racial/ethnic groups through creative arts activities and field trips. The program will reach 16 classrooms among 6 schools. EDUTAINMENT combines educational goals with entertaining activities

Number/Type of persons to be served 419 STUDENTS: 86 BLACK, 265 WHITE, 68 OTHER

209 MALE, 210 FEMALE

Number of staff to be employed by project: Full Time 0 Part Time 14 2 WHITE MALE 2 BLACK FEMALE
7 WHITE FEMALE 3 OTHER FEMALE

School systems (or schools if one district) participating in project:

1. DISTRICT VIII: Alighieri, Adams,
2. Kennedy, O'Donnell
3. District VI: Russell
4. District IX: Guild

SUMMARY OF RECOMMENDED PROPOSALS
CHAPTER 636: EEIF AND MAGNET SCHOOLS
LOCAL EDUCATIONAL AGENCY: BOSTON

BOARD MEETING DATE: August 30, 1983

PROPOSAL NUMBER	PROPOSAL TITLE	AMOUNT SECTION 1	 SECTION 8	TOTAL
84-4D-0004	Operation R.A.R.E. (Readiness, Attainment, Remediation, Enrichment)	$282,154		$282,154
			TOTAL	$282,154

ALLOCATION: $282,154
Section 1 $282,154
Section 8

BALANCE: - 0 -
Section 1
Section 8

655

656

Grant Recipient BOSTON-DISTRICT IV

Amount of Grant $282,154 requested

$282,154 recommended

Grant Period September 1, 1983 - June 30, 1984

Source of Funds Chapter 636, Section 1

Type of Grant ____ new
X continuing
Previous Year's Award $ 282,084

*Wages and Benefits		**Purchased Services
Direct Services	$93,836	$ 46,535
Ed. Support	5,770	10,800

Board Meeting Date August 30, 1983

Board Priority Integrated Education

PROJECT EXPENDITURES	Instructional Services	Non-Instructional Services	Total
1 Wages and Benefits	$ 99,606 *	$ 35,629	$ 135,235
2 Purchased Services	70,780 **	68,167	138,947
3 Supplies, Materials	2,100	☒	2,100
4 Transportation	☒	2,040	2,040
5 All Other	745	3,087	3,832
TOTAL	$ 173,231	$ 108,923	$ 282,154

Project Title and Description *(include grade level and subject area)*

Operation R.A.R.E. (Readiness, Attainment, Remediation, Enrichment, #84-8D-004

This district-wide program will address the identified district needs by focusing on: 1) the provision of computer literacy programs and resource center for students in all district schools which includes teacher training workshops conducted by Stonehill College; 2) the reduction of academic disparity between students achieving below grade level in reading and math and those achieving at grade level by conducting programmed instruction that will involve students in successful basic skills experiences; 3) the expansion of multicultural, multiethnic enrichment activities which foster social interaction among all students by providing programs in art and music; 4) the development and implementation of career awareness, life skills and consumer education for a multiethnic, multiracial diverse student population at all school levels; 5) the identification and provision of individualized programs for academically talented and gifted students with the use of team-teaching techniques; 6) the fostering of leadership skills, positive self-image and the promotion of interaction and socialization of students at the middle and high school levels. The composition of this program will reflect the racial, ethnic and social diversity of students who will participate in structured and non-structured activities at both Stonehill College and at their respective schools; 7) the improvement and enhancement of the science program at Hyde Park High by providing direct services to all students through special courses, materials and field trips coordinated by Stonehill College Science department personnel; 8) the provision of administrative support for all Chapter 636 activities in the district. This program

Number/Type of persons to be served Students: 4,661 White, 1,287 Black, 2,312 Other 1,062
2,626 Male, 2,035 Female

Number of staff to be employed by project:

Full Time 7	1 white male 5 white female 1 black female	Part Time 17	8 white male 7 white female 2 black female

School systems (or schools if one district) participating in project:

1. District IV - All Schools
2.
3.
4.

Chapter 636 (continuation)

Project Title: Operation R.A.R.E. (Readiness, Attainment, Remediation, Enrichment)   Project Number: 84-4D-0004

represents the second year in a three year project and has developed appropriate evaluation methodologies to keep the various objectives on target and provide information on program impact. Chapter 636 funding will provide staff, educational supplies and student transportation to field trips which relate to classroom activities.

SUMMARY OF RECOMMENDED MAGNET
EDUCATION PROGRAMS
CHAPTER 636, SECTION 8
BOSTON DISTRICT VIII

BOARD MEETING DATE: August 30, 1983

LEA/CONTRACTING AGENCY	PARTICIPATING SCHOOLS	PROGRAM NUMBER	PROGRAM TITLE	AMOUNT
Boston Public Schools District VIII				
	James Otis - District VIII Blackstone - District VII	84-8MEP-0159	Children's Opera Program	$12,299
	East Boston High School - District VIII	84-8MEP-0162	Revised Reading Program	72,406
	~~M.E. Bradley - District VIII~~ ~~Curtis Guild - District IX~~	~~84-8MEP-0163~~	~~The Art in Ourselves~~	~~11,464~~

84-8MEP-0163 was withdrawn Oct. 1983

ALLOCATION: $195,140

TOTAL $96,169

BALANCE: -0-

Grant Recipient BOSTON-DISTRICT VIII

Amount of Grant $12,299 requested

recommended

Grant Period September 1, 1983 - June 30, 1984

Source of Funds Chapter 636, Section 8

Type of Grant X new

continuing

Previous Year's Award $

Board Meeting Date August 30, 1983

Board Priority Arts in Education

PROJECT EXPENDITURES	Instructional Services	Non-Instructional Services	Total
1 Wages and Benefits	508	-	508
2 Purchased Services	3,740	660	4,400
3 Supplies, Materials	350		350
4 Transportation		4,200	4,200
5 All Other	1,800	1,041	2,841
TOTAL	6,398	5,901	12,299

Project Title and Description (*Include grade level and subject area*)

CHILDREN'S OPERA PROGRAM, #84-8MEP-0159

Under the supervision of the administrative and artistic staff of the Opera Company of Boston, the Children's Opera Program consists of a full school year project. In-school instruction (six meetings at individual schools) is combined with fifteen (15) group trips to the opera house and shops where the entiregroup meets, attends performances and plans presentations of operatic music. Overall goals include: promoting positive interaction among racially diverse students; developing an appreciation of opera as an art form among the participating students; increasing the students' knowledge of basic subjects through the study of opera; providing the students with an integrated setting which will promote and channel their artistic expression; exposing students to artists of high caliber from varying ethnic backgrounds and races; and making students aware of the arts community in the city of Boston. Activities include integrated rehearsal sessions, integrated instructional sessions, attendance at dress rehearsals and performances, in-school demonstrations, and operas mounted by the participating students for their schoolmates, opera professionals, and the community at large.

Number/Type of persons to be served Students: 200 White, 109 Black, 51 Other, 40

Male 88 Female 112

Number of staff to be employed by project: Full Time 0 Part Time 25

5 white male 7 white female
3 black male 4 black female
3 other male 3 other female

School systems (or schools if one district) participating in project:

1. James Otis - District VIII
2. Blackstone - District VII

Grant Recipient BOSTON-District VIII

Amount of Grant $72,406 requested

$72,406 recommended

Grant Period September 1, 1983 - June 30, 1984

Source of Funds Chapter 636, Section 8

Type of Grant ____ new
X continuing
Previous Year's Award $ 72,287

Board Meeting Date August 30, 1983

Board Priority Exemplary Programs in Cross-Cultural Education

PROJECT EXPENDITURES	Instructional Services	Non-Instructional Services	Total
1 Wages and Benefits	$72,406		$72,406
2 Purchased Services			
3 Supplies, Materials		X	
4 Transportation	X		
5 All Other			
TOTAL	$72,406		$72,406

Project Title and Description *(include grade level and subject area)*

REVISED READING PROGRAM, #84-8NEP-0162

Two hundred forty (240) East Boston High School students in grade nine will participate in a reading remediation program meeting five (5) times weekly. Funding will provide for two reading teachers and one paraprofessional. The program is designed not only to improve reading scores but to orient incoming freshmen to the high school and promote positive student interaction. Sixty-eight percent of the students are white and come from predominantly white District VIII schools. The remaining students are minority students from other Boston neighborhoods who have enrolled in the East Boston High School Business Magnet program, and are new to the East Boston community.

At the Reading Center the students will work in small integrated groups to achieve the following major program objectives: 1) improve reading comprehension through group work on common problems; 2) promote student involvement in all school activities (students will publish a school newspaper reporting extracurricular activities and events); 3) develop in students an appreciation of the societal contributions of diverse racial/ethnic groups through the study of multicultural literature.

Number/Type of persons to be served Students: 240 White, 156 Black, 72 Other, 12
Male 113 Female 127

Number of staff to be employed by project: Full Time 3 2 white females
1 black female
Part Time 0

School systems (or schools if one district) participating in project:

1. East Boston High School
2.

[illegible] 0162

Grant Recipient Boston District VIII

Amount of Grant $11,337 requested

$11,337 recommended

Grant Period December 1, - June 30, 1984

Source of Funds Chapter 636, Section 8

Type of Grant X new

continuing

Previous Year's Award $

Board Meeting Date November 15, 1983

Board Priority Arts in Education, Exeamplary Programs in Cross-Cultural Education

PROJECT EXPENDITURES	Instructional Services	Non-Instructional Services	Total
1 Wages and Benefits	5,070	1,312	6,382
2 Purchased Services	–	310	310
3 Supplies, Materials	750		750
4 Transportation		2,000	2,000
5 All Other	466	1,429	1,395
TOTAL	6,286	5,051	11,337

Project Title and Description (*Include grade level and subject area*)
BOOKS FROM MY HEAD, #84-SMEP-0164

The BOOKS FROM MY HEAD program is a substantive language arts program using an integrated arts approach for the improvement of oral and written communication skills. The language arts component teaches students the various steps of the writing process. Using the process of discussion, first draft, revision, editing, and final draft, students write letters, poetry, stories, and autobiographies. Theatre games are used to help the students focus and elaborate on experiences of their real or imagined lives. With graphic arts materials, the students describe in a visual form what has been expressed through writing and acting. BOOKS is staffed by three specialists in language, graphic, and theatre arts. The program results with all students creating "from their heads" hand-bound, hardcover, illustrated books.

This program, designed as an intra-system pairing, provides a positive experience in social/racial integration through the vehicle of specialized group process activities. A total of 57 third grade students from Bradley and Quincy schools will meet at the neutral site of the Neighborhood Art Center workshop space for 50 paired hours.

Number/Type of persons to be served Students: 57 White, 30 Black, 23 Other 4

Male 31 Female 26

Number of staff to be employed by project: Full Time 0 Part Time 4
1 white male
2 white females
1 other minority male

School systems (or schools if one district) participating in project:

1. Bradley - District VIII
2. Quincy - District VII

Parent and Student Organizations

Parent Organizations

PARENT ORGANIZATION

OBJECTIVE 1: To determine whether parent councils are monitoring matters which are apt to facilitate or hinder the desegregation process in particular schools, districts, and/or citywide. For instance, are they monitoring the implementation of court orders for special desegregation measures at some schools, repair and construction of facilities, vocational and occupational education programs, and support of participation by college, business, and cultural pairings?

QUESTIONS: What steps are being taken by the Citywide Parent Council (CPC) to monitor the desegregation process in areas not monitored by the CPC last year? How has Boston responded to these efforts? Are the tensions noted in the July report findings being alleviated?

METHOD: The monitors met with the Executive Director and staff of the CPC to review their 1983-84 monitoring plan, attended a CPC meeting and reviewed the minutes of other CPC meetings. Also, they requested and reviewed pertinent data and correspondence between the CPC and the Boston Public Schools (BPS) emerging from the CPC's monitoring efforts. The monitoring team continued to review: (1) the Transportation Data Analysis Reports used by the CPC to point out the need for bus monitors for 1983-84; (2) correspondence related to monitoring facilities at specific schools in District 1; (3) the Question/Survey Monitoring activities related to sixty-nine (69) racially identifiable schools.

In addition, the Department's monitoring team met with representatives from the BPS: The Deputy Superintendent of School Operations, the Deputy Superintendent of Finance and Administration, and the Special Assistant to the Superintendent.

FINDINGS:
Last year the parent councils monitored matters which pertain to the desegregation process in particular schools as well as throughout the city (see the July report). Included among these matters was the implementation of special desegregation measures at Dorchester High, Burke High, and the Tobin Elementary School. However, due to staffing limitations the CPC was not able to monitor the desegregation process in all of the required areas.

This year the CPC has a complete staff in place, and its monitoring unit has developed and is implementing a comprehensive monitoring plan for 1983-84. The Desegregation Monitoring Committee of the CPC will expand its activities to include areas which were not monitored last year, and has established a number of sub-committees to work in specific areas. In some cases sub-committees will work in conjunction with community agencies (to be identified). For instance, a sub-committee might have the assistance of the Mass Advocacy Center in monitoring Special Education in selected schools.

The Deputy Superintendent of School Operations has expressed the school department's desire to overcome the difficulties encountered last year in working out monitoring and other agreements with the CPC. The School Department plans to reach "a new understanding with the CPC about the new milieu the BPS is entering", which includes a commitment to work with parents as responsible decision-makers in the school system. The office of the Deputy Superintendent of School Operations has circulated a number of memoranda to facilitate the monitoring efforts of the CPC; among them is the Deputy Superintendent's memorandum to principals and headmasters on September 1, 1983 which outlines the required relationship between the school administrators and the parent councils. The CPC reports that the Deputy Superintendent's memorandum concerning council elections on September 1, 1983 contributed significantly to the success of this year's SPC elections.

Progress is being made in alleviating the tensions reported last July between the parent councils and the school administrators. The problems occur most often when the CPC is working within the areas of collective bargaining, the evaluation of administrators, the review of budgets, and the rating and screening for administrative positions.

OBJECTIVE 2: To determine whether parents are responsible for planning and investigating matters which are apt to facilitate or hinder the promotion of racial harmony at their school. Also, whether they have access to school records and are able to send out pamphlets and newsletters and visit schools, and to determine if parent councils are proposing modification of student activities and receiving reasonable operating expenses from the individual schools.

QUESTIONS: What is the status of parent councils' efforts to monitor issues involving racial harmony at schools cited in the last report? To what degree are the parent councils assuming the responsibility for planning and investigating matters involving desegregation issues in the various schools? What is the status of funding for school parent council mailings? Is Boston providing access to school records?

METHOD: The Department of Education's monitoring team requested and reviewed data emerging from the CPC's monitoring efforts at Charlestown High, Jamaica Plain High, Umana Technical, and the Gavin Middle School. Also, the monitoring team had a number of discussions with the Executive Director and staff of the CPC regarding the issue of stamps and stationery in the SPCs.

FINDING: Last year issues indirectly involving racial harmony at Charlestown High, Jamaica Plain High, Umana Technical, and the Gavin Middle School were identified and monitored by the parent councils. In each of these schools the parent council's involvement has generated a number of meetings with parents, administrators, and sometimes students and teachers to define the problems and recommend solutions.

Schools have agreed to provide the funds for the purchase of stamps and stationery. Also, the CPC has gotten favorable responses from the Deputy Superintendent of School Operations to its request for timely school incident reports. The Deputy Superintendent of School Operations has issued an order to all principals and headmasters reasserting the right of SPCs to receive these reports.

OBJECTIVE 3: To determine whether the BPSs are providing to parent councils the monthly and semi-annual reports by principals and community district superintendents and the CPC other reasonable educational statistics and data analyses.

QUESTIONS: What is the final format and schedule for the provision of data reports to the CPC by Boston for 1983-84? What progress is being made over last year in the CPC receiving other supplementary reports and data from Boston?

METHOD: The Department of Education's monitoring team requested and reviewed a list of all reports and data the CPC needs from Boston to adequately monitor the desegregation process, and the schedule for receiving the information.

FINDINGS: The required monthly and semi-annual reports are being received by the CPC. The Boston School System has made considerable progress in providing all requested and appropriate information to the CPC.

OBJECTIVE 4: To determine whether parents have participated in the evaluation of community district superintendents and principals, and the screening and rating for administrative positions.

QUESTIONS: What changes did the CPC's sub-committee make in the instruments used for evaluating administrators? What is the status of the CPC's objection to the postponements of screenings for permanent community district superintendent positions?

METHOD: The Department of Education's monitoring team met with the Deputy Superintendent of Finance and Administration and the Special Assistant to the Superintendent to discuss the issue of parent participation in the area of school administrators' evaluation, budget review, and other relevant issues. The team also reviewed correspondence between the CPC and the BPSs concerning the halting of the screening process for community district superintendent positions in Districts I and III. The same issues were also discussed with the staff of CPC.

FINDINGS: There has been little change in the status of parents' efforts to participate in the evaluation of school administrators. The CPC has yet to draft changes in the instruments used for evaluating administrators. Last year the CPC reported the inadequacy of existing instruments for the evaluation of principals and district superintendents. Presently, the CPC is reorganizing all of its sub-committees, and the work of the sub-committee originally assigned to draft new evaluation instruments has been delayed.

BPS administrators report that often the CPC is not prepared to follow-up on its commitments, such as providing parents to serve on committees when the school department is ready to go ahead with major administrative tasks which require parent participation. This is cited as a problem which often delays the work of the school department. The CPC, on the other hand, reports that often the CPC staff is not notified by Boston of the formation of committees which require parent participation until the last moment. The CPC documents this assertion with a number of letters from Boston, which were received only a few days prior to the beginning of the rating process.

OBJECTIVE 5: To determine whether parents are participating in collective bargaining, the budget review process, major policy planning initiatives, and training of school department staff as provided by the November 8, 1982 Agreement.

QUESTIONS: Has BPS provided all the data requested by the CPC, which it feels is necessary for informed decision-making in the collective bargaining process? What has been the outcome of the CPC's involvement in the collective bargaining process?

METHOD: The Department of Education's monitoring team requested a list of the data from the CPC it feels it needs for informed decision-making in the collective bargaining process. Also, members of the monitoring team attended a joint meeting of the CPC and the School Committee. In addition, the monitoring team met with the Deputy Superintendent of Finance and Administration and the Special Assistant to the Superintendent.

FINDINGS: A sub-committee of the CPC continues its involvement in the collective bargaining process, and the BPS has provided all data requested as well as technical assistance in understanding the issues involved. In addition, the CPC has taken a position regarding the teachers' contract that stresses the rights and protection of students.

OBJECTIVE 6: To determind whether: (a) all elections to parent councils have been conducted, (b) councils are properly organized and meeting, and (c) whether council staff are racially balanced.

QUESTIONS: What is the level of parent participation in the CPC-SPC structure? Were elections conducted in the various schools? Are the SPCs meeting?

METHOD: Members from the Department of Education's monitoring team attended selected schools on the nights of elections and open house for schools. Also, the team requested and reviewed the election results published by the CPC, as well as the council's membership.

FINDINGS: There was a 24% increase (from 2199 to 2722) in the number of parents who attended the parent councils elections this year over last year, and there was a 22% increase (from 795 to 972) in the number of parents elected to the councils. However, eight (8) schools have not conducted elections, and in twenty-seven (27) schools all of the parents in attendance were elected to the council. Elections in a number of schools have been rescheduled to take place during the day, so that parents will feel safe to enter some neighborhoods.

RECOMMENDATIONS: The monitors recommend that the CPC and local SPC's (with the support of BPS central administration) become more active in Chapter 636 proposal development and program implementation. It is an appropriate means by which parents can assume the responsibility for planning and promoting matters which are apt to facilitate racial harmony in schools. Although there are now provisions for parent participation in the 636 proposal development process the participation by parents so far has not impacted upon the use of 636 funds. (Chapter 636 guidelines call for parent participation in the development of proposals and the implementation of programs). In addition, A Staff Report on Chapter 636 to the Board of Education which was submitted by the Bureau of School Programs calls for the development of a plan to ensure more meaningful participation of parents in the planning of Chapter 636 programs; the Final Evaluation and Documentation Report of Chapter 636 Projects 1982-83, prepared by the BPS's Department of Budget Coordination, Office of External Grants calls for a "more aggresive pursuit" of parental involvement in the Chapter 636 proposal development; and the CPC has reported that the lack of parent participation in the Chapter 636 program development and implementation continues to be a problem.

DOCUMENTATION

Citywide Parents Council
59 Temple Place Boston, Mass. 02111 (617) 426-2450

MEMORANDUM

TO: Jim Stanton
Executive Director

FROM: Evalena Higginbottom
Monitoring Coordinator

DATE: November 10, 1983

RE: MONITORING PLAN - 1983-84

The monitoring plan for the current academic calendar will involve three areas; Internal, External and Citywide Monitoring. Enclosed please find the appropriate supporting documents which will outline the specifics of each area.

I DISTRICT TRAINING FOR PARENTS

The internal staff training on monitoring has been completed. The field specialists have been instructed to schedule district monitoring training sessions for parents at least by Jan. 16,1984. Scheduling of sessions will be arranged to allow flexibility for parents to attend more than one training session if necessary.

II INTERNAL MONITORING

A. SPC Elections

Each election coordinator will be furnished with the SCHOOL ALPHA list to certify that each parent who attends SPC elections is indeed the parent of a child assigned to the school where SPC elections are being held.

This SCHOOL ALPHA list will also serve as an attendance check list.

We will recommend that color-coded ballots for each racial ethnic group be furnished to the election coordinators, so that there can be paper accountability for the election vote.

Where parents are not elected but drafted into service on the SPC council, this procedure will be amended accordingly. If such is the case, some paper record must be generated to indicate that a given number of parents at a particular school were recruited and agreed to serve as parent council members in lieu of turning in actual ballots.

The SCHOOL ALPHA check list, the color-coded ballots, the election results and/or the letter indicating the members that had been recruited into council service must be turned into the CPC office the following day by each school election coordinator.

B. CPC Elections

Each school election list can serve as the intake check list for certifying SPC members and issuing color-coded ballots at the CPC elections.

Tables will be arranged to accomodate one district or two districts during the intake process. Using the election check list SPCmembers will be certified as eligible to vote and issued a numbered colored ballot to correspond with the member's race. After voting has been conducted, these ballots will be collected, tallied and saved as our paper record of the CPC elections. The SPC election lists used to certify members and issue ballots will give us the record of SPC members present and voting at CPC elections. All this election data should be saved for a period of one year.

C. SPC/DPC Council minutes and attendance

Minutes of each SPC/DPC meeting and the attendance of parents at these meetings should be turned into the Supervisor of Field Specialists. Efforts must be made to make the minutes legible and readable. Problem areas discussed at the SPC meetings should be detailed with some specificity, i.e. define what the problem is, how many students involved, what follow-up action the SPC council is contemplating, etc. All minutes should be signed by the preparer of the minutes, so that we will be able to contact that person should any questions arise.

III EXTERNAL MONITORING

In an effort to involve more parents at the SPC level to become active participants in the monitoring aspect of desegregation, we have developed an outreach brochure for parents. It is recommended that this literature be disseminated to all parents and translated in the primary languages.(see Attachment A)

Attachment B summarizes the monitoring issues and goals as they reflect our court-ordered responsibilities. This summary will serve as a guideline for parents at the SPC level and the Desegregation Monitoring Sub-committee of the CPC.

The mechanism for resolving monitoring issues is illustrated in Attachment C. This chart will be explained in detail at all District Training Sessions.

Attachment D contains a complete summary of the data reports that will be utilized by the monitoring staff and the SPC's. A sample copy of each report is included.

III CITYWIDE MONITORING

Areas involving citywide issues such as the Homework Policy, the Citywide Testing Policy, the Promotional Policy etc. , will be the responsibility of the Desegregation Monitoring Committee. Information concerning appropriate strategy and methods for addressing these concerns will be monitored by this group with the direct input of the SPC's and various community agencies.

As the new Desegregation Monitoring Committee develops its agenda for the year, I am sure these issues will be expanded.

ATTACHMENT B

MONITORING ISSUES AND CONSIDERATIONS:

DESEGREGATION

Monitoring of desegregation will include checking student racial statistics within schools and districts. It also will involve verification of desegregation information on the administrative, teaching, and support staff in schools.

SPCs will be provided with statistical reports that indicate the school race-by-grade analysis, the average daily student attendance, the student suspension data, teacher attendance information, and other pertinent information about their schools. Whenever possible, this data will reflect information by racial categories. Any questions that school parent council members may have about a school's statistical information should be directed to an appropriate school administrator.*

Some topics which SPC members may wish to discuss and address in monitoring this issue are:

- Number of students by race, by sex, by grade, by program
- Review of ideal percentages determined by the school department
- Check if racial percentages of students fall into low, ideal, or high percentage categories
- Satisfaction with the racial and sexual percentages of students in grades, in programs
- Number of staff by race, by sex
- Satisfaction with the racial and sexual percentages of teaching and administrative staff

* (See Resolution Chart)

TRANSPORTATION

Transportation is monitored to determine whether it assists the goals of desegregation and whether it is safe and convenient for students.

The goals of transportation monitoring should be to (1) determine the appropriateness and efficiency of bus routes; (2) determine if bus safety standards are maintained; (3) determine the type, frequency, and cause of bus incidents which occur enroute to and from the school.

Some topics which SPC members may wish to discuss and address in monitoring this issue are:

- Punctuality of vehicles to student pick-up/drop-off points
- Monitors on buses
- Familiarity of driver with route
- Driver operation of bus (safe or not?)
- Safety of pick-up/drop-off points
- Availability of back-up vehicles (e.g. - strike situations)

FACILITIES: REPAIR AND SAFETY

The objective in monitoring school facilities is to insure that all schools provide a positive, safe, learning environment for all students. Buildings should be in satisfactory condition in that they meet state building code requirements. All schools should receive prompt and efficient repair services. When necessary monitors will be given the opportunity to observe each school building to assess its conformity with the state building codes.

Some topics which members may wish to discuss and address in monitoring this issue are:

- The exterior visual appearance of the building and grounds
    - painting nees
    - graffitti
    - racial slurs
    - debris, glass
    - litter
    - fire escapes
    - condition of grounds
    - condition of play areas
- Thoughts to consider
    - Health and safety hazards
    - Whether building appearance has potential to intimidate any group of students
- Interior building appearance
    - Cleanliness of building
    - Condition of windows
    - Condition of doors
    - Condition of clocks
    - Condition of pipes
    - Condition of lockers
    - Condition of radiators
    - Condition of floors
    - Condition of lavatories
    - Condition of cafeteria
    - Condition of intercoms
    - Condition of fire extinguishers
    - Lighting conditions
    - Heating conditions

SECURITY, STUDENT GOVERNMENT, AND DISCIPLINE

The main objective for monitoring school security is to ensure that student rights are respected. Sources of information will include student suspension figures with special attention given to the nature of the offense and the length of suspension.

Data will also be provided concerning high school student governments, their responsibilities, and their activities.

Information will be gathered from parents and students to determine their knowledge of rights and disciplinary procedures governed by the Code of Discipline.

SECURITY, STUDENT GOVERNMENT, AND DISCIPLINE (Continued)

Some topics which members may wish to discuss and address in monitoring these issues are:

- Security personnel inside/outside building
- Effectiveness of security personnel
- Are additional types of security measures needed? Why?
- Existence of student government at the high school
- Is there a faculty advisor?
- How was the faculty advisor selected?
- Was student government membership open to all students if the open government option was selected?
- Does each homeroom have a representative on the student government if the homeroom option was selected?
- Did each homeroom participate in the selection process to choose a decided upon number of representatives to serve on the student government if the class government option was selected?
- Does student government activity interfere with students' classwork?
- How are discipline problems handled?
- Who is/are the disciplinarian(s)?
- What alternative discipline measures are available at a particular school?
- Are current school-based rules for school operation in place?
- Has the council participated in the annual review of these rules?
- Are alternatives exercised before suspensions?
- Number of suspensions by race and by sex
- Reasons for suspensions
- Numbers of expulsions
- Reasons for expulsions
- What efforts are made to insure the timely return of suspended or expelled students?

BILINGUAL EDUCATION AND SPECIAL NEEDS (766)

Bilingual education and special needs monitoring will be done to insure that the school department is complying with state and federal laws as they relate to equal access to quality, integrated education.

Parents of bilingual and special needs students will be encouraged 596

BILINGUAL EDUCATION AND SPECIAL NEEDS [766] (Continued)

to participate in the design and implementation of the monitoring process at their school.

Sources of information will include the State Department of Education, the school department, and parents and students.

Some topics which members may wish to discuss and address in monitoring these issues are:

- Numbers of bilingual students in classrooms
- Whether an aide is necessary
- Location of bilingual classrooms
- Integration of bilingual students with other students for non-academic subjects
- Support services available to bilingual students
- Participation of bilingual students in after-school activities
- Mainstreaming record of bilingual programs (the rate at which bilingual students leave bilingual programs and enter regular programs)
- Investigation of bilingual students who have been inappropriately assigned
- Transportation problems of bilingual students
- Numbers of special needs students in special needs classrooms
- Whether an aide is necessary
- Location of speical needs classrooms
- Integration os special needs students into regular non-academic programs
- Support services for special needs students
- Participation of special needs students in after-school activities
- Mainstreaming record of special needs programs
- Suspension rates of special needs and bilingual students

VOCATIONAL/OCUPATIONAL EDUCATION

Vocational/Occupational education is an important segment of the educational opportunities offered in Boston. The objective of monitoring Vocational/Occupational Education is to determine the adequacy of programs as they relate to desegregation and quality education. Monitoring will assess the need of vocational programs to the projected job market and will determine whether programs adequately prepare students for employment. Data will be gathered from relevant school department personnel, as well as students enrolled in the programs.

VOCATIONAL/OCCUPATIONAL EDUCATION (Continued)

Some topics which SPC members may wish to discuss and address in monitoring in this area are:

- Student assignments to Voc/Occ ed. programs by race, by sex
- Availability of equipment
- Condition of equipment
- Curriculum offerings in Voc/Occ Education
- Scheduling (to ensure students receive required academic instruction)
- Equality of access to Voc/Occ Education facilities

PAIRINGS (University, business, and cultural)

College/University, business, and cultural pairings with schools throughout the city are intended to offer innovative programs and services for public school students. The objective of monitoring will be to assess the success of the pairings as they relate to quality integrated education.

Information will be gathered from the school department, the pairing coordinator affiliated with each program or pairing, and the parents and students served by pairing programs. Schools will be provided with a list of programs offfered to students and the goals of those programs.

Some topics which SPC members may wish to discuss and address in monitoring this area are:

- Goals and objectives of pairing programs
- Did pairing activity meet these objectives?
- Strengths of program (staff, materials, support services, participants, etc.)
- Weaknesses of program (staff, materials, support services, participants, etc.)

SCHOOL CLIMATE

Sometimes, it is necessary to visit schools to monitor the school's climate to investigate factors that influence respect, morale, trust, and opportunity for input among all elements of the school community. School climate monitoring assists parent council's in confirming or negating issues raised through other types of monitoring.

Some topics which SPC members may wish to discuss and address in monitoring in this area are:

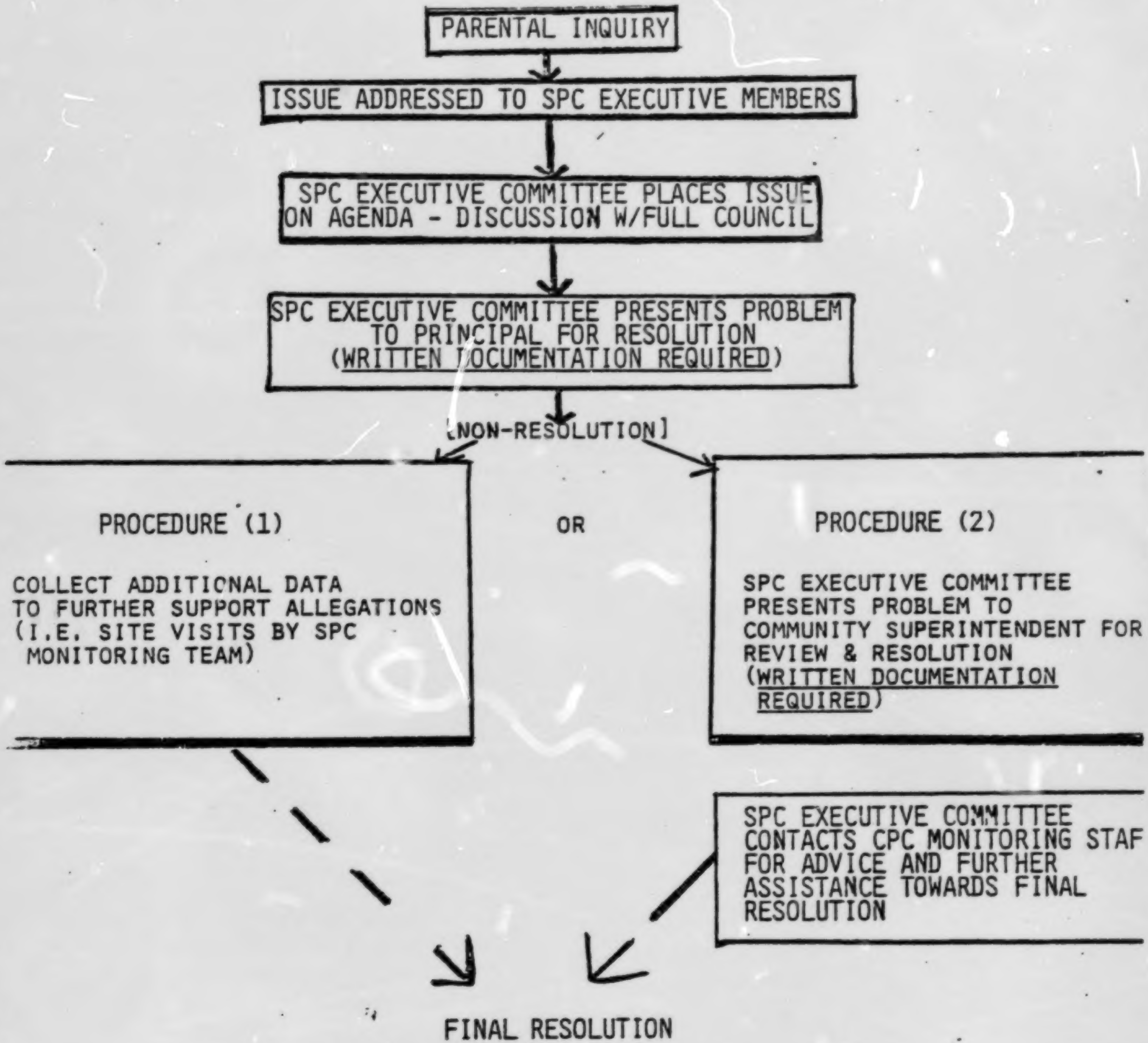
- How you were greeted and the manner in which you were received at the school upon entering the building

SCHOOL CLIMATE (Continued)

- Visual appeal
    - Learning environment
    - Physical environment
- Student/Staff morale
    - Materials
    - Equipment
    - Curriculum

ATTACHMENT C

MONITORING RESOLUTION CHART


PARENTAL INQUIRY
ISSUE ADDRESSED TO SPC EXECUTIVE MEMBERS
SPC EXECUTIVE COMMITTEE PLACES ISSUE ON AGENDA - DISCUSSION W/FULL COUNCIL
SPC EXECUTIVE COMMITTEE PRESENTS PROBLEM TO PRINCIPAL FOR RESOLUTION (WRITTEN DOCUMENTATION REQUIRED)
[NON-RESOLUTION]
PROCEDURE (1)
COLLECT ADDITIONAL DATA TO FURTHER SUPPORT ALLEGATIONS (I.E. SITE VISITS BY SPC MONITORING TEAM)
OR
PROCEDURE (2)
SPC EXECUTIVE COMMITTEE PRESENTS PROBLEM TO COMMUNITY SUPERINTENDENT FOR REVIEW & RESOLUTION (WRITTEN DOCUMENTATION REQUIRED)
SPC EXECUTIVE COMMITTEE CONTACTS CPC MONITORING STAF FOR ADVICE AND FURTHER ASSISTANCE TOWARDS FINAL RESOLUTION
FINAL RESOLUTION

DISPUTE - SOLVING MECHANISM

Citywide Parents Council
59 Temple Place Boston, Mass. 02111 (617) 426-2450

MEMORANDUM

TO: Members of Desegregation Monitoring Committee

FROM: Lucille Koch, staff Lucille Koch

DATE: July 11, 1983

RE: Update of Committee Objectives

1. OBJECTIVE: Insure that the School Department provides all appropriate, accurate data for monthly semi-annual, and annual reports.

   STATUS REPORT ON OBJECTIVE:
   Negotiations on requests for monthly data have concluded successfully. All data requested will be furnished to school parent councils according to the frequency chart attached. (Attachment A)

2. OBJECTIVE: Where necessary, assist SPC's in carrying out monitoring activities within a school, to gather necessary information on problems that are not being appropriately addressed.

   STATUS REPORT ON OBJECTIVE:
   GAVIN SCHOOL--On-site monitoring and a series of meetings with parents and school administration have been completed. Corrective action by school officials has resulted in significant improvements in the school's discipline room, general school climate and parental participation. Parents at the school will be alert next September to see that the positive results of this year's efforts are maintained. (Attachment B_1, B_2)
   UMANA--A fruitful meeting between 9 Umana parents, the school administration and the District IX superintendent was held. Problems noted in Attachment C were discussed extensively and solutions to these problems were proposed. Parents will monitor the school next year to make sure that the recommendations which resulted from this meeting are implemented. (Attachment C)
   CHARLESTOWN--Three meetings were held with Charlestown parents, school personnel and the CPC staff as a result of our Charlestown monitoring and data. Parents were alerted to the need for expanded educational/guidance/discipline supports at the school. The role of parents in securing these supports was emphasized. The need for expanded parent participation to support and monitor the school next year was indicated. We have requested that the

school department include parents and students from Charlestown High in a summer planning group scheduled to begin working on educational improvements for the next school year. (Attachments D_1, D_2, D_3)

JAMAICA PLAIN--A meeting was held on June 20, 1983 between Jamaica Plain High School Parent Council members, representatives of the Desegregation Monitoring Committee of CPC, representatives of Mass. Advocacy Center and school officials to discuss the implications of the proposal of the Jamaica Plain High School parents that headmasters/principals be granted stronger exclusionary powers to deal with students found in possession of dangerous weapons on school grounds. After hearing from all parties on the issue, the Desegregation Monitoring Committee representatives took the issue under advisement and will determine a position to recommend to the CPC on this issue. (Attachment E)

CITYWIDE SURVEY OF DATA ITEMS (I THROUGH O) CONTAINED IN REQUEST TO C. ELLISON, DEPARTMENT OF IMPLEMENTATION IN LETTER DATED APRIL 4, 1983. (Attachment I)

On June 22, 1983 1030 survey forms were mailed to SPC members of record at 123 schools asking them to respond to seven questions included in our correspondence of April 4, 1983 to Catherine Ellison of the Department of Implementation, who indicated that her department could not survey these items.

To date, 75 surveys have been returned from council members at 53 schools. This represents a 7% return to date.

It is our hope to achieve a 15% return and to analyze the responses received from parents. Final results of the survey should be ready by mid-August.

3. OBJECTIVE: Develop a good working relationship with plaintiffs in the Court Case, the State Dept. of Education Personnel with responsibility for monitoring the school system's desegregation efforts and the Department of Implementation.

STATUS REPORT ON OBJECTIVE:

All data and communications dealing with monitoring are shared regularly with attorneys for the plaintiffs.

Members of the State Department of Education responsible for monitoring have visited the CPC office and conferred with the monitoring staff. Dr. Charles Glenn, Director of the Bureau of Equal Educational Opportunity has shared his thoughts on several areas in which the CPC could concentrate its monitoring efforts next year. (Attachment G)

The CPC monitoring staff communicates weekly with members of the Department of Implementation on a wide variey of monitoring concerns.

Reorts and Data Needed by the CPC

1. STUDENT ALPHA LIST - Identifies the name, address, and parent or guardian of each student enrolled in a particular school. It also includes information on each student's race, grade, date of birth, home room assignment, program assignment, and geocode of the home address.

2. SCHOOL ORGANIZATIONAL CHART - lists by name and race the professional teaching and supervisory personnel assigned to a particular school. It also provides data on the funding source for each position, function titles, function codes, and the responsibility center number.

3. BUDGET ALLOCATIONS REPORT - Gives the actual annual operating budget for each school allocated from the General School Purpose Fund. This information consists of the number of personnel funded in each line item, student/staff ratio, and unit costs based upon enrollment.

4. STUDENT ATTENDANCE - Gives the average daily attendance (ADA) and the average daily membership (ADM) at each school and by race for a given month. With discharges and transfers occurring each month, ADM represents the average number of students assigned to a particular school.

5. TEACHER ABSENCES - Provides year-to-date information on the total number of teacher absences by reason, by district, and by school.

6. SUBSTITUTE TEACHER USE - Identifies the numbers of substitute teachersemployed at a given work site in a given month.

7. STUDENT SUSPENSIONS - Lists the number of times violations of the Code of Discipline had been committed at a particular school and the race and sex of the violator.

8. STUDENT DROP-OUT/DISCHARGE - Identifies each discharge by reason, race, and grade level.

9. ANALYSIS OF STUDENTS BY RACE AND GRADE - Provides data on the court-mandated capacity of a given school, the actual number and the percentage of students enrolled by race, by grade, and by program at a particular date, the high/ideal/low racial percentages allowed, numbers/percentages of students by race and by grade given transportation, and the geocodes assigned to the school.

10. SPECIAL NEEDS - Gives the enrollment of each special education program by race, sex, linguistic need, and form of transportation.

11. STUDENT ACHIEVEMENT - Gives the grade-equivalence of students at each grade level and by race.

Data reports are an important source of information for monitoring, preparing the annual school reports, and generating implications on issues.

PORT NAME/DESCRIPTION/FORMAT	FREQUENCY	SCHOOL DEPARTMENT RESPONSE
STUDENT ALPHA LIST By school/student name/address/sex/race/grade/home room assignment/parent's name	Once before 10/31	YES
SCHOOL ORGANIZATIONAL CHARTS By school/personnel name/sex/race/grade or task assignment/permanent or temporary assignment	Once before 10/31	YES
BUDGET ALLOCATION Actual operating budget of school cost center/ by line item	Once before 10/31	YES
ANALYSIS OF STUDENTS?BY RACE?BY GRADE Include all data presently recorded on Race/Grade Analysis: Transportation data/enrollment data; Programmatic data/geocode data; seating capacity/available seats; programmatic capacity/avaialable seats	4 times yearly	YES
STUDENT DISCIPLINE/SUSPENSION Student discipline/suspension/expulsion data by programmatic enrollment/race/sex/grade/violation/length of suspension/expulsion	9 times yearly	YES
STUDENT ATTENDANCE By school/by race	9 times yearly	YES
STUDENT DROP-OUT/BY REASON By Program/by race/by grade	4 times yearly	YES, WILL COMBINE WITH STUDENT DISCHARGES

DATA REQUESTS

TEACHER ATTENDANCE DATA By function code/by reason for absence, i.e. personal illness, school injuy, etc.	9 times yearly	YES
. SUBSTITUTE TEACHER DATA Total number of substitute teachers provided by Dept. of Personnel during month	9 times yearly	YES, PARENTS SHOULD DEAL WITH THE INDIVIDUAL SCHOOLS TO DETERMINE THE TOAL NUMBERS OF SUBSTITUTES REQUESTED AND THE REASONS FOR THE REQUESTS.
. * 766 STUDENT DATA /BY RACE/ BY PROTOTYPE : COMPLIANCE DATA Number of Evaluations completed/Number of reviews completed	4 times yearly	YES
. *766 STUDENT NON-COMPLIANCE DATA/BY RACE/BY PROTOTYPE: NON-COMPLIANCE DATA: Number of overdue evaluations/Number of overdue reviews/Number of IEPs not fully implemented/ Number of IEPs not presented to parents in 10 days/ Number of classrooms by prototype not in compliance with mandated student/teacher ratios	4 times yearly	
). STUDENT ACHIEVEMENT DATA By race/grade/sex Expressed by grade equivalent and/or percentile including standardized reading/math tests, Basic skills test results. and all other test results	When available	
i. STUDENT FAILURE DATA By Program/race/sex/grade Number of students failing one subject/two subjects/ three subjects for reporting period Number of students failing for reasons of attendance/academics, Number	Per marking period	

C. B. [illegible]
C. Gl[illegible]
✓F. B[illegible]
B. B[illegible]
M. Godfrey

Citywide Parents Council
59 Temple Place Boston, Mass. 02111 (617) 426-2450

August 11, 1983

Dr. Robert R. Spillane
Superintendent
Boston Public Schools
26 Court Street
Boston, MA 02108

Dear Dr. Spillane:

It has recently come to our attention that on July 27 you recommended to the School Committee that a person be appointed Senior Officer for Student Support Services effective August 1, 1983.

We are writing to inform you that we are greatly dismayed that this appointment process has proceeded in violation of the February 24, 1976 Court Orders as amended. The CPC was not notified that a screening committee was being formed and thus we were not asked to provide 3 parents for the screening committee as required by Court Orders. However, we have been informed that an "ad hoc" committee with no parent representation was set up to screen candidates for this position.

Thus we request that you immediately withdraw this recommended appointment and proceed to follow the Court Orders for this and all future appointments to positions covered by the Court Orders.

A prompt response to this effect will be greatly appreciated.

Finally, we wish to join with plaintiffs and express our concern regarding the extraordinary delay in making a permanent appointment for the position of Senior Advisor for Equal Educational Opportunity.

Sincerely,

Palmer T. Daley
Palmer T. Doiley, Co-Chair

Judy Murphy
Judy Murphy, Co-Chair

Gabino Martinez-Paz
Gabino Martinez-Paz, Co-Chair

Citywide Parents Council
59 Temple Place Boston, Mass. 02111 (617) 426-2450

March 8, 1983

Dr. Robert S. Peterkin
Deputy Superintendent of
School Operations
Boston Public Schools
26 Court Street
Boston, MA 02108

Dear Bob,

We have received your letter of February 14 regarding the temporary halting of the Screening Process for Community Superintendents in District One and Three. The CPC co-chairs have discussed the reason stated in your letter for this action - the impending reorganization plan, which is to be submitted to the School Committee - and strongly object to this reason being used to delay the important screenings for the two Community Superintendent positions.

Our major concern is that even under the most optimistic conditions the school system can not be redistricted until September 1984. (Since the June 5, 1982 Court Orders establish the original 9 District plan, any change in the districts, and therefore the student assignment process, would have to follow the procedures outlined in the court's December 23, 1982 orders at Section VI, Modification of Outstanding Orders. This order clearly states that modifications are to be "filed no later than December 15, of the year preceeding the school year in which they are proposed to take effect if they pertain to student assignments . . ." at page 17.

Thus your proposal would have the effect of maintaining acting staff in the Community Superintendents position for two years or more. This seems excessive, unnecessary and contrary to the Court's February 24, 1976 orders on Desegregation of Administrative Staff which states "positions shall be filled by permanent appointees as soon as administratively feasible" (page 10).

Because we feel it is a high priority to have permanent staff in these two important positions we urge you to re-establish these screening committees as soon as possible.

Please advise me as soon as possible regarding further action

CITYWIDE PARENTS' COUNCIL

January 3, 1983

Dr. Robert S. Peterkin
Deputy Superintendent
School Operations
Boston Public Schools
26 Court Street
Boston MA 02108

Dear Dr. Peterkin:

Thank you for contacting our office regarding the upcoming screening process for the position of Community Superintendent District 3. We now have our list of parents who will sit on the Screening Committee, representing the Parent Councils.

The names are as follows:

Peter Bagley-WR-High
50 Mansur Drive
Roslindale Ma 02131
3274888
(white)

Mercedes Cash-Bates
75 Beechland St.
Roslindale MA 02131
323-1547
(black)

Roy Daley-Mozart
37 Itasca Street
Mattapan MA 02126
298-9297
(hispanic)

Susan Faltasz-Beethoven
72 Westmoor Road
West Roxbury MA 02132
323-3856
(white)

Valerie Hart-Kilmer
82 Nightingale St.
Dorchester MA 02125
825-7217 (temp)
(black)

Bessie Georgakokplous-Matt
57 Herman Street
Roslindale MA 02131
327-8566
(other min)

The parents will expect adequate notification for meetings and resume review. Transportation should be provided for evening meetings.

TEMPLE PLACE • BOSTON MA. 02111 • TEL. 426-24

If you have any questions, or any problems arise regarding the parent involvement in the process, please feel free to contact me as soon as possible.

For integrated, quality education,

Mattleen Harris-Wright

Mattleen Harris-Wright
Supervisor, Field Organization-(acting)

xc: J. Stanton
J. McKeigue
K. Barat
R. Spratling
S. Pineyro

CITYWIDE PARENTS' COUNCIL

December 23, 1982

Mr. Roger Beattie
Community District Superintendent
District 9
Madison Park High School
Building One
55 New Dudley Street
Roxbury MA 02119

Dear Mr. Beattie:

Thank you for contacting our office regarding the upcoming screening process for the position of Principal, Hernandez School. We have our list of parents who will sit on the Screening Committee, representing the Parent Councils.

The names are as follows:

Eduardo Maynard
69 Sumner Street #6
Dorchester MA 02125
(Hispanic)

Brenda Lucas
56 Hamilton Street
Dorchester MA 02125
436-8283
(White)

Edward Hart
20 Hamilton Street
Dorchester MA 02125
825-7842
(Black)

Norma Figueroa
371 Columbia Road
Dorchester MA 02125
288-8588
(At Large)

Betty Rivera
11 Croftland Avenue
Dorchester MA 02124
265-8709
(Monitor)

The parents will expect adequate notification for meetings and resume review. Transportation should be provided for evening meetings.

9 TEMPLE PLACE • BOSTON MA. 02111 • TEL. 426-245

If you have any questions, or any problems arise regarding the parent involvement in the process, please feel free to contact me as soon as possible.

For integrated, quality education,

Mattleen Harris-Wright
Supervisor, Field Organization (acting)

xc: J. McKeigue
J. Stanton
B. Rivera
R. Peterkin
S. Pineyro

CITYWIDE PARENTS' COUNCIL

December 3. 1982

Dr. Oliver Lancaster
Deputy Superintendent,
Curriculum and Instruction
Boston School Department
26 Court Street
Boston MA 02108

Dear Dr. Lancaster:

Thank you for contacting our office regarding the upcoming interviewing process for the position of Director, Physical Education, Boston Public Schools. We have our list of parents who will sit on the Screening Committee, representing the Citywide School Parent Councils. The names are as follows:

Linda Tate 41 Michigan Avenue Dorchester MA 02124 436-0097	Black Parent	Cleveland, Dorchester High
Sonia Toledo P.O. Box 1029 Roxbury Crossing, MA 02120 445-0061	Hispanic Parent	Garfield Elementary
Mary Jane Lavarakas 101 Robinwood Avenue Jamaica Plain MA 02130 522-6221	White Parent	J.F. Kennedy Elementary

The parents will expect adequate lead time for orientation, resume review, and meeting notification. Transportation should be provided for evening meetings.

TEMPLE PLACE • BOSTON, MA. 02111 • TEL. 426-245

Please feel free to contact me for more information. (426-2450)

For integrated, quality education,

Mattleen Harris-Wright

Ms. Mattleen Harris-Wright
Associate Director, Field Organizers-acting

xc: Jim Stanton, Director, CPC
Jean Sullivan McKeigue, President, BSC
James Walsh, Office of the Superintendent
Larry Hardison, Office, Curriculum and Competancy

CITYWIDE PARENTS' COUNCIL

December 3, 1982

Dr. Robert S. Peterkin
Deputy Superintendent
School Operations
Boston School Department
26 Court Street
Boston MA 02108

Dear Dr. Peterkin:

Thank you for contacting our office regarding the upcoming interviewing process for the position of Senior Officer, Equal Educational Opportunity. We understand your desire to meet your December 17th deadline, and therefore have our list of parents who will sit on the Screening Committee, representing the Citywide Parents' Council. The names are as follows:

BLACK	WHITE	HISPANIC
Arnita Cooper	Debroah McCollough	Elba Aviles
2 Slayton Way	11 Hopkins Street	23 Roundhill Street
Roxbury MA 02119	Jamaica Plain MA 02130	Jamaica Plain MA 02130
tel. 427-0603	tel. 522-0400	tel. 522-1279 w-442-0211
McKay School	Manning School	Winship School
		alternate
		Ida Colon
		44 Hewins Street
		Dorchester MA 02121
		tel. 282-8382

The parents will expect adequate lead time for orientation, resume review, and meeting notification. Transportation should be provided for evening meetings.

If you have any questions or problems, feel free to contact me at the Citywide Parents Council office at 426-2450.

1 TEMPLE PLACE • BOSTON, MA. 02111 • TEL. 426-245

I look forward to working with you on other matters concerning parental involvement in the months to come.

As we strive for excellence in education,

Mattleen Harris-Wright

Ms. Mattleen Harris-Wright
Associate Director, Field Operations-acting

cc: J. Stanton, Director, CPC
Jean Sullivan-McKeigue, President, Boston School Committee

IMMEDIATE RELEASE
Contact: Dorotea Manuela
Daria Mondesire
Jim Stanton

September 20, 1983

Citywide Parents Council
59 Temple Place Boston, Mass. 02111 (617) 426-2450

PARENTS BLAST BOTH SIDES IN TEACHER CONTRACT STALEMATE

The Citywide Parents Council (CPC) is distressed that the Boston School Committee/Superintendent and the Boston Teacher's Union did not settle on a new contract before the opening of the 1983 school year.

Last Fall the CPC negotiated a written agreement with the School Committee/School Department designed to enable a committee of parents to meet regularly with the School Committee regarding negotiations with the B.T.U. and other unions. A prime concern of the CPC was to have a fair teacher contract settlement before the 1983 school year started; one that would have an immediate and tangible impact in terms of providing a high quality, desegregated education to all children. It is unfortunate that the School Committee/Superintendent have failed to meet with parents and share information with the CPC's Collective Bargaining Committee as they agreed to last November.

Boston public school children are paying a very high price for this stalemate.

Last May the Boston School Committee approved and sent to Mayor White a $13.6 million supplementary budget. In June the Mayor approved $5.2 million to prevent any teacher layoffs this school year - something the CPC, the School Committee/Superintendent, the B.T.U. and others lobbied hard for. However, the Mayor (as we understand it) has been witholding the remainder of the supplementary budget, $8.4 million, until there is agreement on the new teacher's contract.

If a contract had been reached in July, the School Department could have hired additional teachers, developed programs, and purchased materials. The remaining $8.4 million could have been used to implement new programs such as:

- An increase in the number of remedial reading, math and english teachers in the middle schools so that the 25% of the students who failed the basic skills test could have a chance of passing them;
- An increase in the number and type of courses available to middle and high school students so that there are adequate courses in science, social studies, history, writing, art, music and foreign languages;
- A reduction in class size in grades 1 and 2 so that the teacher/pupil ratio would be 1:22. Students would then have a better chance of getting a strong foundation in their early school year;
- A revival of the K-1 program to strengthen the educational content of the school system's early childhood education programs.

A multi-cultural parents organization monitoring quality, desegregated education

- Special program at seven high school which have severe problems with low attendance, high suspension rates and low achievement.

- An expansion of the services required under the Lau Compliance Plan and strengthening the Special Education Retreival Program and other special needs services.

Since there is no contract, there are no funds available. Children who need these programs have been denied them. The longer that contract negstiations drag on, the greater the likelihood that the delayed implementation of these programs will be disruptive.

The present situation is unacceptable. The School Committee and the B.T.U. must reach agreement on this contract before the end of September. Parents will interpret any stand-off as an indication that the education of their children in a low priority.

A related concern of the Citywide Parents Council is that once a contract settlement is reached, the Mayor and City Council may claim that because of the city's fiscal problems, they cannot afford the additional costs of both the $8.4 million supplementary budget and the costs of a new teacher's contract.

Parents cannot tolerate a situation where vital educational programs are denied to Boston's public school children or where lack of funds leads to such demoralization among teachers that the educational process suffers and/or teachers go out on strike. The School Committee and the Superintendent must take the leadership to assure that the BTU, parents and all other interested parties cooperate to make sure that city officials release all funds that are necessary for education.

Parents are concerned that the budget for other city departments has already increased by $30 million while the School Department is presently operating at a level $5 million below last year's expenditures. This concern is heightened by the fact that the city received $30 million in new state aid -a substantial portion of which the Governor intended to be used for education.

The present negotiations are antagonistic, and are focused, too much, on blaming the teachers for the system's problems. Parents are aware of past abuses when either management or the union had too much power. Parents hope that a new tone of cooperation can be established. Children can benefit only when management and the union are committed to work together in a constructive way.

Regarding the substance of the contract the CPC advances the following points. These points represent the independent view of parents looking out for the educational interests of their children and do not reflect parent support for the position of either the School Committee or the Teacher's Union.

- EVALUATION

  THERE NEEDS TO BE DRAMATIC IMPROVEMENTS IN THE PRESENT TEACHER EVALUATION PROCESS.

  A THOROUGH AND FAIR EVALUATION SYSTEM IS AN ABSOLUTE NECESSITY FOR THIS SCHOOL SYSTEM. Several issues must be address if the evaluation process is to be seen as useful and helpful to teachers and an not a means of just getting rid of teachers.

First the evaluation form must contain a category "needs improvement" to fairly identify teachers who, while not performing satisfactorily, don't deserve to be fired. Also a Committee of administrators, teachers and CPC delegated parents should review the entire evaluation form to revise and improve it for this year. This form should allow the evaluation team to examine teacher performance in terms of quality and equality issues in the classroom. Further, since the quality of teaching is affected by a number of variables the evaluation form must allow the team to determine whether teachers have necessary materials, supplies and assistance from administrative and other professional support staff.

Second, teachers should be evaluated by a team composed of the Principal/Headmaster, a representative of the Teachers Union and three parents, chosen by the School Parent Council Executive Committee with each party having equal weight. This team concept is an important step in assuring that the evaluation process is not politicized and it would help build a climate of mutual respect and understanding which is necessary at every school.

(While we feel teachers have a major responsibility for providing a high quality desegregated education in every classroom we realize that they do not perform their tasks in a vacuum. Thus, the CPC intends to be every bit as aggressive in holding each other group of school department staff accountable for carrying out their responsibilities. We hope that the new School Committee will make the implementation and monitoring of a fair staff evaluation process a high priority).

Third, the school system must provide a formal training process so that all parties fully understand the purpose and goals of evaluation and so that all parties work cooperatively to use the evaluation process to improve/support teacher performance.

Fourth, the School Department must provide the resources to operate an expanded in-service training program. Every teacher receiving a rating of "needs improvement" must: be given a specific program for in-service training, enter the next cycle of in-service training, and meet rigorous performance standards in in-service training in order to continue teaching. Again, with the school department providing the necessary resources for an improved and expanded in-service training program the entire evaluation process will be an exercise in futility.

SENIORITY

Regarding promotions, transfers, lay-offs and excessing of teachers "seniority" should no longer be used as the sole criterion in making these decisions. Parents would like to see two other factors given equal weight with seniority. First, before a teacher assumes another position he/she must have demonstrated competence, not just proper certification, with respect to the designated subject area and grade level. Changes in teacher assignments need to be consistent with the school sytem's affirmative action plan and the integration of staff at all schools.

- SICK AND PERSONAL DAYS

Abuse of these benefits results in disruption in the orderly learning process. When there are substitute teachers, the learning process is affected and often discipline problems arise. The CPC successfully supported a no teacher layoff policy this year in order to achieve stability we would now like to see greater stability and continuity in the classroom through higher teacher attendance.

The CPC strongly favors a reduction in the number of sick days and an end to the process of accumulating unused sick leave from year to year. The CPC favors the implementation of a Disability Insurance Program to cover all extended illnesses beyond the number of sick days agreed to in the contact for any one year. The school system must deal with what parents perceive to be the underlying cause of abuse of these days, "teacher burnout." The school system must at a minimum assure that schools will be properly staffed and provided with adequate resources for teachers to do their job.

Parents feel that efforts by the School Department to responsively deal with the issue of teacher burnout will be more effective than the increased "policing" of sick day abuse.

In regard to personal Days (e.g. attending National Conventions, graduations, ordinations, etc.) parents feel that there needs to be a substantial reduction in these days so that no more than 3 personal days will be allowed during the course of the school year.

- CLASS SIZE

Class size is an important issue for parents. Many parents feel the school department has often tolerated class sizes too large for effective instruction. The CPC strongly supports class size maximums of 22 at the elementary level and 25 for all other grades. Also the CPC feels that these limits in class size must remain in the contract since they give parents and teachers the necessary leverage for corrective action.

Limits in class size must be absolute. Whenever a class exceeds the limit a new class must be formed. In determining class size there must be strict adherence to the Lau Compliance Plan and to Chapter 766 regulations so that bilingual and special needs students are properly accounted for.

- AFFIRMATIVE ACTION

The past contract's provisions for affirmative action have been totally inadequate. We feel there should be language in the new contract which commits the Boston Teacher's Union and management to hiring people of color to fill teaching positions so that by the end of the term of the new contract the school sytem will have a teaching population that is, at least, 25% black and 10% other people of color. Also we are concerned that the school department's proposal reducing salary increases for teachers who pursue further education will reduce incentives to stay in the system for all teachers not receiving the maximum salary, most of whom are people of color. Thus, the contract must address specific steps to be taken to recruit and maintain people of color in teaching positions in the school system.

Finally, regarding the salary settlement in these negotiations, the CPC feels that whatever salary levels are agreed to for a multi-year contract must be guaranteed.

INTRODUCTION

SUMMARY OF MAJOR ACTIVITIES - ELECTIONS

During the summer months, the Field Specialists began identifying election coordinators for each school. A small staff committee examined the usefulness of last year's materials, and adapted them to fit the upcoming elections.

The staff committee met with Ann Wheelock of Mass. Advocacy Center to review the materials for the district parent election coordinator training. The committee also participated in a briefing session addressing what problems might arise, and how we could offer assistance in solving them.

TRAINING AND SUPPORT

During the month of September, the Field Specialists participated in training each of the 130 parents identified to run an election, or provide translation.

In order to understand the election procedures, parents needed translation assistance in French, Cambodian and Vietnamese, in addition to the more common requests for translation assistance in Chinese and Spanish.

We kept written election materials to a minimum. We found that too much written materials was confusing to parents. We notified administrators during the August council of principals meeting and the district council of principals meetings that elections were upcoming. Field Specialists made individual school site visits to personally inform school administrators about elections.

Our goal was to insure that all parties knew of their role in the election process. The individual school site visits included planning for the election Open House program as outlined in the Deputy Superintendent's Circular to principals regarding the fall parent council elections.

We found that the district parent coordinator training was helpful since it allowed parents to get individualized attention. Field Specialists were able to get to know their parents in a more comfortable setting-the home base in the district.

All material ws printed in Spanish, Chinese and English. In some cases, translators did some fliers in the other languages mentioned above. The election packets included:

- Election Procedures Manual
- Letter of introduction(in the case of administrator's packets)
- BTU Letter of support
- Election Ballots
- CPC Election invitations
- Form for election results, attendance, and a self-addressed stamped envelope to expedite the election results returns.

Field Specialists and Election Coordinators distributed flyers which were prepared by the Communications Department. The MBTA also distributed 200 posters on its red, orange and blue lines. During the week prior to the SPC elections, Field Specialists made final phone calls, sent reminder fliers and made school site visits.

The elections were held on September 20, 21 and 22 for Districts I to VIII. District IX electins were held September 27,28, and 29. During the week following elections, Field Specialists sent out thank you notices, procured election results, and prepared to begin training the newly elected SPC Executive Committees. During the week following the District IX elections, all staff were assigned to tasks to help ensure a successful CPC election. This year's election success stood on the strength of the media coverage and the amount of organizing done by the Field Specialists, as opposed to last year's elections where the CPC's reorganization attracted participants and observers.

ELECTION RESULTS

The success of the staff efforts are shown by the attendance figures for the CPC election. More than three hundred parents attended this year's CPC election, many of them for the first time. Linguistic minorities participated in larger numbers, and the amount of black parent participation in Districts III and VIII increased. Thirty parents were elected as CPC representatives and twenty as alternates.

Many of the alternates represent the Asian and Hispanic communities. Many districts, such as District I, IV, VII, and IX filled all four caucuses. Last year only a few districts had full CPC representation. District VIII now has three representatives; last year it had only one. District IV now has Asian representation; last year only two of the racial/ethnic groups were elected. Last year only twenty-three parents were elected at the CPC election.

The Citywide results for SPC Executive Committee elections were equally impressive. This year there was a significant increase in parent participation in the elections. Two thousand, six hundred and eighty-nine parents attended SPC Executive Committee electioned compared to two thousand, one hundred and ninety-nine last year (see page ___ for district figures). Many more linguistic minority parents attended these elections and were able to enthusiastically participate due to the extensive translation services provided. For example, District I and VII had noticeable increases in the participation of Asian parents. Extensive outreach to the Haitian Community created a greater presence of Haitian parents in Districts V, VI and IX.

There were several cases where there were dramatic improvements in the number of parents who attended the elections this year compared to last year. At the Higginson School two parents attended last year's election; over forty-five attended this year's elections. Brighton High School had only three parents turn out for last year's election; this year thirty-seven parents participated.

The number of parents elected to the SPC Executive Committees is as important to the viability of the organization as the number of parents attending the elections. Here again, there was a substantial improvement. Nine hundred and thirteen parents were elected this year compared to seven hundred ninety-five last year. Forty five of the increase number of parents elected this year are black; twenty-three are hispanic.

Finally, the most encuraging sign that these councils are ready to begin an active and productive year is the fact that seventy-seven of the council scheduled meetings for October. Last year fewer than ten councils held meetings in October.

STATEMENT OF SCHOOL DEPARTMENT ASSISTANCE

The Office of the Deputy Superintendent for School Operations offered assistance to the School Parent Council Support Committee. The Deputy Superintendent's Memorandum regarding the elections was in the hands of the principals and headmasters of each school in August, as opposed to last year when administrators received this information close to the day of the elections. The staff of the CPC and the Deputy Superintendent for School Operations worked cohesively in putting together transportation and safety plans.

The safety plan was excellent. Many parents stated they they had never seen so many uniformed officers at and around the schools. The transportation was problematic for various reasons. While organizers had the option of cab vouchers, or school department vans, the delivery of the CPC election routes to the transportation department did not go according to plan. During the days prior to the elections, Community Superintendents developed transportation routes, and in some cases submitted them. District I did not receive transportation for parents to the elections.

Although we did not know until after election night that elementary and middle school parents in district I did not receive transportation, we received few election complaints during the entire process. The high school transportation for District I was well planned and well implemented.

District IV had no complaints. The pick-up schedule for parents was too early. District V felt that the most effective transportation of parents occurred at the Endicott. The principal and election coordinator chose one site - the YMCA on Washington Street. Coordination with the Administrative Assistant in District V, and close contact with school principals helped make transportation for those parents less cumbersome that in most districts.

District VII had no problems on the elementary school level. Middle school parents, particularly parents from the Michelangelo, and Edwards had some confusion with pick-up points. There were no problems with the high school transportation. The result was that a large number of parents attended the elections.

District VIII needed limited transportation due to the special community layout. There were some minor problems with scheduling and pickups. For the most part administrators helped a great deal. Few minor problems with individual schools took place.

Many Community Superintendents visited their individual schools during election night and supported the parents in attendance.

Overall, support on all levels of the School Department was impressive, and improved over last year.

SPC MEMBERSHIP BY SCHOOL, BY RACE, BY GRADE, BY DISTRICT

You will find a list of schools which elected their councils attached to this document. Some councils will be conducting fill-in elections to complete their caucusses, or to elect their co-chairs. Specific names and addresses of parents elected to SPC Executive Committees is available at the CPC office.

District VI has traditionally had a low turnout to evening events. This low turnout greatly affected the outcome of their elections. Several District VI schools will be conducting daytime elections during the next few weeks.

REPORT CODE

The first section of the report code indicates the name of the school, attendance figures for parents, administrators, and teachers, and an indication of whether the Open House was carried out according to the directive in the Deputy Superintendent's Circular. The next section deals with specific figures on elected council members, including their races, co-chairs by race, and whether any technical problems arose such as transportation or safety issues. There is also an indication of whether material was delivered to election corrdinators and administrators on time, and how parents were notified. The last column indicates the date for the next SPC Executive Committee meeting if that school has scheduled a meeting during October or November.

Student Organizations

STUDENT ORGANIZATIONS

Objective

1) To determine whether all activities provided under the Amalgamation Plan have taken place.

Key Questions

A. What steps has Boston taken to develop and implement uniform student council election standards?

B. What was the level of student participation in the elections this fall? Where the level was low, what has been done to correct this?

C. Has Boston created a structure to provide student representation to parent councils?

D. What steps has Boston taken to help all middle and high schools create Communication Boards to replace the Racial-Ethnic Student Councils?

Process

Information was received concerning elections of student councils, elections of student representatives to the school parent councils and the efforts to ensure attendance and participation of elected students on those councils.

Brookline High School and Cambridge Rindge and Latin High School were visited in order to interview each faculty-student advisor concerning the Fairness Committees that operate in each school. A meeting was held with the Student Affairs Director and Assistant to the Student Affairs Director in order to share this information and develop a viable plan of training and implementation of Communication Boards in all seventeen high schools. The concept of Communication Boards was discussed with the Headmaster and faculty-student advisor of all high schools visited for student discipline monitoring. Finally, information was received from the Student Affairs office concerning the timetable, training and structure of implementing Communication Boards in all high schools.

Findings for Student Council Elections

The office for Student Affairs reported that all schools have elected student councils; however, some schools did not submit student council data to central administration (See Appendix). Elections were uniform in accordance with guidelines established by the Student Affairs office. In addition, the Boston Student Advisory Council, as well as the BSAC Executive Committee, meets regularly. There was no data available, however, on the level of student participation in the individual elections.

Findings for Student Representation on School Parent Councils

Ten high schools have elected student representatives to the school parent council. Many of the remaining schools do not have functioning school parent councils. The Student Affairs office is working with the Citywide Parents Council to establish a means to ensure attendance and participation on the school parent councils of those student representatives already elected.

Findings for the Development of Communication Boards in all High Schools

It was recommended in the July 15 monitoring report that the Racial-Ethnic Student Councils be changed to Communication Boards. The reason for this recommendation was that most RESCs were inoperative or ineffective. Yet, there was still a need to have some form of student organization that discussed the school climate and school policies. The Communication Board concept was recommended as a student body that would discuss student grievances and/or school policy and meet regularly with the Headmaster. However, if this change is to take place, Boston must file for a modification to the Amalgamation Plan.

Considerable progress is being made towards the implementation of Communication Boards in the high schools. The Student Affairs Director held an October meeting for all high school Headmasters to present the concept of developing Communication Boards in each school. After this meeting, the Student Affairs staff decided to pilot Communication Boards with those high schools whose headmasters expressed the most enthusiasm about the idea. Following is a list of these ten schools:

Boston Latin Academy
Boston Latin School
Boston Technical High School
Brighton High School
Charlestown High School
Copley Square High School
East Boston High School
Hyde Park High School
Madison Park High School
South Boston High School

Both Boston Latin Academy and Boston Latin School have had functioning Communication Boards for three years, but they have not been as effective as they could be, and therefore, the schools desired to take part in the pilot project.

In each school, students will be elected to the Communication Board either from the entire student body or from the student council. The faculty-student advisor will also serve as the advisor for this student group. Other faculty will be encouraged, but not required, to participate on the Communication Board. In each school, the Board will meet regularly to discuss student grievances and/or school policy issues that students may have. Each Board will also meet regularly (at least once every month) with the headmaster to discuss those issues and/or grievances. The Boards will differ from the RESCs in that they will address not only school issues and/or grievances of a racial nature, but other school issues and/or grievances as well.

The members of all Communication Boards and supportive staff will receive training in mediation, conflict resolution, identifying issues, and communication skills. The first training will occur at Charlestown High School in December, 1983, and will be given by Dr. Elsa Wasserman (who founded the Fairness Committee concept) from the Cambridge Public Schools. Training at other schools will be given by staff in the Student Affairs office, based on the training completed at Charlestown High School.

The Communication Boards in all the pilot schools are scheduled to be functioning by March 1984. The Boards in these schools will serve as models in developing Communication Boards in the other seven high schools. Training for these remaining high schools is expected to be given in the late spring of 1984, with implementation of the Communication Boards scheduled for October of 1984. Similar plans need to be developed for all middle schools.

Objective

2) To review the composition of the Boston Student Advisory Council, as well as the student councils in all middle and high schools.

Key Question

Of those schools identified as having disproportionate representation on student councils, what steps has the school taken to identify causes and provide solutions?

Process

Statistics on the composition of all 1) student councils at the high school and middle school levels, 2) the Boston Student Advisory Council, and 3) the BSAC Executive Committee were received and analyzed to ensure proper representation of all racial and ethnic groups in all student organizations.

Findings for Racial Composition of all Student Organizations

All student organizations that submitted data on student composition were found to have proper representation of racial and ethnic groups for the second consecutive year. Those schools that did not submit data will be reviewed and reported on in the next monitoring report.

Commendations/Recommendations

The Student Affairs Director and the Assistant to the Student Affairs Director should both be commended for their interest, concern, and commitment to ensuring broad and representative student participation in the Boston public schools. They have made considerable efforts to develop meaningful student organizations in order to bring the schools into compliance with the Amalgamation Plan.

All school should be commended for improving the functioning of their student councils. In addition, those schools who have shown considerable interest in the Communication Board concept, and are participating in the pilot stage of implementation should also be commended for their willingness to encourage active student participation in examining school policy issues of that school. If properly implemented, and given the support of the administration and the faculty, Communication Boards can be a valuable means of student participation in their school.

THE SCHOOL COMMITTEE OF THE CITY OF BOSTON

BOSTON PUBLIC SCHOOLS
OFFICE OF THE DEPUTY SUPERINTENDENT
SCHOOL OPERATIONS
ROBERT S. PETERKIN

MEMORANDUM

To: Dan French

From: Vivian Carlo, S.A./S.A.

Re: Reports on Amalgamation Plan

Date: November 17, 1983

The reports included in this memorandum are as follows:

- A list of all student council members by race for each high school for the year 1983-1984
- A list of all student council members by race for each middle school for the year 19831984
- A list of school population by race of all high schools and middle schools for the year 1983-1984
- A list of BSAC members by race for the school year 1983-1984
- A list of BSAC Executive Committee members by race for the school year 1983-1984
- A list of School Parent Council Student Representatives by race for the school year 1983-1984. (Some students are already active on SPC's. Some SPC's are not active in some schools.) I am still in communication with the CPC and the schools to assure broader participation of students on active SPC's.

VC/jMc

Encls.

26 COURT STREET, BOSTON, MASSACHUSETTS 02108 • 726-6200 EXT. 5330 AREA 617

HIGH SCHOOL STUDENT COUNCIL RACIAL DATA

For The Year

1983 -- 1984

Distr. & School	Black	White	Oriental	Hispanic	Amer. Ind.	Other	Total
District 1							
Brighton High	8	8	8	8	0	0	32
District 2							
Jam. Plain	40	3	0	18	0	0	61
District 3							
West Roxbury	71	17	0	3	0	0	91
District 4							
Hyde Park	58	8	1	0	0	1	66
District 5							
J.E.Burke	40	8	0	8	0	0	56
Dorchester	17	8	0	6	0	3	34
District 6							
South Boston	24	14	8	8	0	0	54
District 7							
Charlestown	16	2	11	5	0	0	34
District 8							
East Boston	20	29	0	0	0	0	49
District 9							
Boston High*							
Boston Latin Academy	24	50	5	3	0	2	84
Boston Latin School*							
Boston Technical	46	22	14	3	4	0	89
Copley Square	21	10	1	4	2	0	38
English	28	4	3	10	0	6	51
Madison Park	10	2	0	8	0	0	20
Umana	7	7	6	6	0	0	26
McKinley Tech.	9	3	0	0	0	0	12

VC/jMc

* Data not yet received from these schools

MIDDLE SCHOOL STUDENT COUNCIL RACIAL DATA

For the Year

1983 -- 1984

Distr. & School	Black	White	Oriental	Hispanic	Amer. Ind.	Other	Total
District 1							
Edison	16	16	21	12	0	0	65
Taft*							
District 2							
M. Curley*							
Lewis*							
T. Roosevelt*							
District 3							
Irving	9	8	6	1	0	1	25
Lewenberg	9	5	0	0	0	1	15
R. Shaw	13	6	0	0	0	0	19
District 4							
Rogers	24	9	0	0	1	0	34
Thompson	3	3	0	1	0	0	7
District 5							
Cleveland*							
Holmes*							
Wilson*							
District 6							
Dearborn*							
Gavin*							
McCormack*							
District 7							
Edwards	12	7	3	6	0	0	28
Michelangelo	5	5	5	3	0	0	18
Timilty	5	5	3	5	0	0	18
District 8							
Barnes	2	45	1	5	0	0	53
Cheverus	1	12	0	2	0	0	15
District 9							
King	49	13	2	18	0	0	82
Mackey*							
Wheatley	28	11	1	9	0	3	52

*Data not yet received from these schools

POPULATION BY RACE OF ALL MIDDLE SCHOOLS AND HIGH SCHOOLS

For the Year

1983 -- 1984

(Cont'd.)

Distr. & School	Black	White	Oriental	Hispanic	Amer. Ind.	Other	Total
District 7							
Charlestown High	400	163	250	177	4		994
Edwards Middle	139	85	172	107	1		504
Michelangelo Middle	98	28	63	48	0		237
Timilty Middle	249	70	25	152	1		497
District 8							
East Boston High	252	713	21	38	4		1028
Barnes Middle	19	508	9	59	6		601
Cheverus Middle	2	115	2	4	0		123
District 9							
Boston High	395	162	25	137	8		727
Boston Latin Academy	437	636	123	36	1		1233
Boston Latin School	478	1330	285	117	1		2211
Boston Technical	542	289	206	68	4		1109
Copley Square High	287	122	29	62	6		506
English High	1034	377	67	229	5		1712
Madison Park High	1176	490	12	364	9		2051
Umana School	532	263	101	102	4		1002
King Middle	303	113	11	122	1		550
Mackey Middle School	239	122	1	114	1		477
Wheatley Middle	176	83	13	52	5		329
Horace Mann School (Grades 6 - 12)	31	13	2	25	0		71
McKinley School	103	72	3	12	0		190

SCHOOL POPULATION BY RACE OF ALL MIDDLE SCHOOLS AND HIGH SCHOOLS

For The Year

1983 -- 1984

Distr. & School	Black	White	Oriental	Hispanic	Amer. Ind.	Other	Total
District 1							
Brighton High	478	194	232	268	5		1177
Edison Middle	155	110	146	146	1		558
Taft Middle	171	122	82	169	1		545
District 2							
Jamaica Plain High	492	166	2	310	5		975
M. Curley Middle	287	99	5	273	3		667
Lewis Middle	134	46	2	34	2		218
T. Roosevelt Mid.	129	42	1	114	0		286
District 3							
West Rox. High	744	452	10	54	3		1263
Irving Middle	315	209	121	32	0		677
Lewenberg Middle	283	84	2	8	2		379
R. Shaw Middle	210	59	1	27	1		298
District 4							
Hyde Park High	800	222	6	20	3		1051
Rogers Middle	397	174	3	12	5		591
Thompson Middle	360	55	0	12	3		430
District 5							
J. E. Burke High	553	87	3	59	4		706
Dorchester High	582	129	2	118	0		831
Cleveland Middle	682	120	7	230	5		1044
Holmes Middle	290	70	1	20	4		385
Wilson Middle	563	86	2	29	2		682
District 6							
South Boston High	409	249	106	135	9		908
Dearborn Middle	231	99	3	51	2		386
Gavin Middle	225	227	5	73	3		533
McCormack Middle	159	271	4	140	10		584

BOSTON STUDENT ADVISORY COUNCIL BY RACE

For The Year

1983 -- 1984

Black	White	Oriental	Hispanic	Amer. Ind.	Other	Total
35	20	8	8	0	2	73

(Plus 2 more from Boston High; 1 from Dor.; 4 from South Boston and 3 from ACC)

BSAC EXECUTIVE COMMITTEE BY RACE INCLUDING OFFICERS

For the Year

1983 -- 1984

Black	White	Oriental	Hispanic	Amer. Ind.	Other	Total
10	4	2	4	0	0	20

(Horace Mann - No E.C.M.*; South Boston High - not elected yet)

*Physical disability hinders Executive Committee participation.

SCHOOL PARENT COUNCIL STUDENT REPRESENTATIVES

For The Year

1983 -- 1984

School	Black	White	Oriental	Hispanic	Total
Boston High					
Boston Latin Academy					
Boston Latin School					
Boston Technical					
Brighton High					
J. E. Burke High					
Charlestown High	X				
Copley Square High					
Dorchester High		X			
East Boston High	X				
English High School				X	
Hyde Park High	X				
Jamaica Plain	X				
Madison Park High		X			
Horace Mann					
McKinley School	X				
South Boston High					
Umana Technical		X			
West Roxbury High	X				

(Data Not yet received from some schools. SPC's not active in some schools.)

VC/jMc

THE SCHOOL COMMITTEE OF THE CITY OF BOSTON

BOSTON PUBLIC SCHOOLS
OFFICE OF THE DEPUTY SUPERINTENDENT
SCHOOL OPERATIONS
ROBERT S. PETERKIN

MEMORANDUM

TO: Headmasters, Faculty Student Advisors, Student Leadership Personnel and Student Government Representatives

FROM: Vivian Carlo VC and Sid Smith

RE: Communication Board

DATE: September 19, 1983

As stated in the Deputy Superintendent's Memorandum, No. 53, August 30, 1983: "This year, in [the Racial Ethnic Student Council's] stead, each school will be required to initiate a Communication Board (sometimes referred to as Fairness Committee or Grievance Board) to serve as a subcommittee of the Student Council. This Board will operate as a grievance/communication mechanism serving both students and staff".

The need for better communication within structures that contain many different kinds of people, such as our schools, has already been established. People from various cultures, age groups, professions, etc., exhibit personal values in regards to many issues. Because of these common differences the value of positive communication can never be overlooked. The benefits are numerous as can be seen in the following goals.

GOALS OF A COMMUNICATION BOARD

1) To develop a structure within the school government which enhances relationships among teachers, students and administration
2) To provide a forum where a variety of complaints and conflicts can be aired and resolved
3) To improve the school climate
4) To provide students, teachers and staff with a neutral place in which to bring personal and school related concerns
5) To increase collaboration of students, teachers and staff on issues of policy within the school

6) To increase students' leadership potential by involving them in the workings of their school

7) To develop students' skills in democratic operations in preparation for active, responsible citizenship

8) To enhance classroom environment and instruction effectiveness

9) To decrease vandalism and disruptive behavior

10) To decrease student alienation

11) To increase and enhance Student/Teacher/Administration communication.

STRUCTURE

We believe that each school is unique. Therefore we believe that the structure or process of the Communication Board could vary from school to school. However, the following should be considered in developing a structure suitable for your school needs.

1) Time should be made available, preferrably during school hours for the Board to meet.

2) Students who become members of the Communication Board could be granted credits for their on-going participation.

3) The main staff advisor for the Communication Board, should he/she be a teacher need to be relieved of all administrative responsibilities in order to effectively supervise the functioning of the Board. Should the advisor be an administrator their duties vis a vis the Communication Board would need to be included in their job description.

4) Participation of all the school's populations should be considered, i.e. Students/Teachers/Administration/Custodial/parents, etc.

5) A clarification of what the Board's power would be. Would it be an advisory body solely making recommendations to the Headmaster and the parties involved? Or would it be a binding body? If so, what areas of school policy would this include? As a binding body it would report to the Headmaster who would have veto power over all Board decisions with overriding power given to the majority.

We envision the communication board to be a part of the school government. It would not only be a reactive board, responding to issues which spontaneously arise during any school day, it would also be a proactive board seeking out ways to make the school environment a more educational as well as pleasant atmosphere for staff and students alike.

TIME LINE

The following is a tentative timeline for the development and implementation of Communication Boards in the City of Boston's 17 High Schools.

OCTOBER 3	Deputy Superintendent's Memorandum to High Schools outlining: 1) concept 2) goals 3) Procedures a) staff recruitment b) training c) student recruitment/training d) Implementation suggestions 4) Timetable 5) Reporting mechanisms 6) Evaluation
OCTOBER 3 - DECEMBER 16	School site visits determining: 1) needs assessment 2) Training team identification 3) logistical planning (space, meeting times, etc.) Cross-school meetings to share resources and information vis a vis Communication Board
JANUARY, 1984	Training Initiated
MARCH, 1984	Communication Boards initiated in High Schools
JUNE, 1984	Evaluation/Planning School year '84-'85.

In order to begin this process we ask that a team of at least three people (2 faculty, 1 administrator) be identified within each high-school. This team will be trained in the development and implementation of a Communication Board. The team will then pass on this information, also in the form of training to other teachers and students who would be interested in becoming members of the Communication Board. It will be necessary to elicit as much support as possible from faculty, students and staff in order to make the Communication Board a viable mechanism for the development of programs and policies as well as the resolution of conflicts, and to assure its performance at an optimum level.

/bab
enclosure:

DISPUTE RESOLUTION

The dispute resolution process (section V of the December 22, 1982 Orders of Disengagement) was invoked on five occasions during the present monitoring period. In four instances, the complaints were initiated by Plaintiffs, with the remaining complaint initiated by Plaintiff-Intervenors. Four of the disputes were apparrently resolved at the level of complaining party/defendant negotiations (Section V (c) of the Orders). The fifth dispute, involving the permanent appointment of a Senior Officer for Equal Educational Opportunity, was raised by Plaintiffs on July 11, 1983, and settled by Plaintiffs and the Boston Public Schools on August 30, 1983. Plaintiffs had requested State Board mediation on August 17, but the dispute was resolved before the mediation session took place.

DISPUTE RESOLUTION

MODIFICATIONS

MODIFICATIONS

The procedure for modification of outstanding desegregation orders (section VI of the Orders of Disengagement) was not invoked during the present monitoring period.